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1907.  
—  
QUEENSLAND.

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THIRTY-FIRST REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR

THE YEAR 1906.

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# THIRTY-FIRST ANNUAL REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING THE REPORT FOR THE YEAR ENDED 31st DECEMBER, 1906.

TO HIS EXCELLENCY THE RIGHT HONOURABLE FREDERIC JOHN NAPIER, Baron Chelmsford, of Chelmsford, in the county of Essex, in the Peerage of the United Kingdom, Governor of the State of Queensland and its Dependencies, in the Commonwealth of Australia.

MY LORD,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1906.

## GENERAL.

1. This Report, with its Appendices, deals with the educational work carried on under the provisions of "*The State Education Act of 1875*," and amending Acts of 1897 and 1900; the "*Grammar Schools Act 1860*," and amending Act of 1900. It also contains particulars respecting State aid to the following:—Secondary education in the form of grants to Grammar schools; scholarships and bursaries to approved Secondary schools, and exhibitions to Universities; Orphanages; Technical Colleges, and Schools of Arts. Contents.

2. On the 1st July the following adjustments were made in connection with the administration of the Department:— Departmental adjustments.

The Acting Under Secretary and Chief Clerk, John Douglas Story, was appointed Under Secretary and Chief Clerk; and

William Telford, Acting Registrar, was appointed Registrar.

## REORGANIZATION OF THE SYSTEM OF EDUCATION.

3. The present Education Act has been in force since the 1st January, 1876, and but few amendments have been made in it. When the Act was passed it was regarded as the most progressive education measure in Australasia. The hopes which were entertained by its framers have been fully realized, and the Act has stood the test of time, and has proved to be a good one. Excellent results have been achieved under it. But the conditions of Queensland have changed. When the Act came into force the population was 187,000. There were 30,400 children enrolled, 222 schools, and 595 teachers. There were only 3 Grammar schools; technical colleges were unknown. To-day, Queensland has a population of 535,110. There are 95,400 children enrolled, 1,055 schools, and 2,402 teachers. There are 10 Grammar schools and 18 technical colleges. 1876 and 1906 contrasted.

4. There is no cohesion between State school, Grammar school, and Technical college; there is no uniformity of control. Each institution is a separate and independent unit in the system of education, instead of forming part of a properly co-ordinated system under which one grade leads directly into another. Absence of cohesion in present system.

5. A healthy public interest is now being taken in education; the stage of academic discussion has been passed; and we may reasonably hope that definite action will shortly be taken. Conditions are favourable for a forward move.

6. As I have been more than three years in charge of the Department, and have given much thought to education, particularly in its relation to Queensland conditions, it may not be out of place if I make a few observations as to the way in which I think our system might be reorganized.

7. I wish my remarks to be taken as suggestive, and not as authoritative, and I write in the hope that my observations may help the public to a clear understanding of the position, and be of use to all those who may have to take part in reorganizing our education system.

<sup>in</sup>  
<sup>resem.</sup> 8. Owing to the immensity of Queensland, the scattered nature of settlement, the different sizes of the cities and townships, the varied resources of the State, and the diverse occupations of its people, it does not seem to me possible to devise a system of education which shall be uniformly applicable to every place and child—to the large cities of the coast and the lonely hamlets on our western and southern borders; to the child of the metropolis and the child of the boundary-rider whose duties may lie miles from any settlement. What is possible in compact, thickly-peopled centres like London, Birmingham, Manchester, and Sheffield is not uniformly possible throughout Queensland.

<sup>or</sup>  
<sup>vision</sup>  
<sup>ade.</sup> 9. In devising a system of education for this State five classes of children have to be considered:—

- (I.) Children in towns where there are State schools and Grammar schools, like Brisbane, Rockhampton, and Townsville;
- (II.) Children in towns where there are large State schools but no Grammar schools, like Warwick, Bundaberg, and Cairns;
- (III.) Children in fairly large centres in each of which there is only one State school, like Charleville, Longreach, and Herberton;
- (IV.) Children in sparsely-settled districts, where there is not a township, and where there is only a small State school or a Provisional school;
- (V.) Children in remote isolated places where sufficient pupils cannot be gathered together to warrant a Provisional school or even a part-time school.

For the sake of clearness, I shall deal with each group seriatim.

#### GROUP I.—CHILDREN IN CENTRES LIKE BRISBANE, ROCKHAMPTON, AND TOWNSVILLE.

<sup>ion.</sup> 10. The system of education for these centres might be reorganised in the following way:—

Presuming the compulsory school age to be changed from six to twelve to six to fourteen, but children to be permitted to attend school at the age of five as at present, children should attend the infant or kindergarten school from five to seven; when they have reached seven they should pass into the elementary State school, where they should remain until thirteen or until they had completed the fifth-class standard. Then they should pass into high-grade State schools (hereafter referred to), into Grammar schools, or into evening continuation classes. No child should be permitted to attend a Grammar school or pass into the high-grade classes until he had been educated up to the fifth-class standard.

11. British authorities are of opinion that a child should begin his secondary education not later than the age of twelve, and that is the age prescribed by the English Board of Education. The course is a four years' one.

12. Under the American system the elementary course begins as a rule at the age of five, and extends to fourteen. The secondary course extends over four years, and begins where the elementary course ends. Consequently a lad does not complete his secondary course until he is at least eighteen years of age. British and Australian educationists who have inquired closely into the American system seem to agree that there is a loss of at least two years in the pupil's school life somewhere between twelve and eighteen, and that he is no further advanced at eighteen than he should have been at sixteen.

13. The Education Department in this State has always regarded thirteen as a suitable age at which a child might begin his secondary education. The examination for Grammar school scholarships is based upon fifth-class work, and a child of thirteen is supposed to have covered that work. A pupil must be under fourteen to be eligible to gain a scholarship. The age seems to be an appropriate one, and I have not heard of any sound reason why it should be changed.



14. Under Group No. I., however, there are three distinct classes of Classes of children. children:—

- (a) Children of poor parents who must leave school as soon as possible to become bread-winners;
- (b) Children of parents who can keep them at school until the age of fifteen or sixteen, who desire them to have a higher education than that provided in the fifth class, but cannot afford, or do not wish, to send them to a Grammar school. These children constitute our present sixth classes; the boys go into offices, commercial houses, shops or trades; and the girls go to home duties, enter shops, or become typists, stenographers, clerks, dressmakers, milliners, &c.
- (c) Children who gain scholarships, or children whose parents can afford to send them to Grammar schools.

15. (a) *Children of poor parents.*—These children could be permitted to leave school at the age of thirteen, provided that they had completed the fifth-class work; but their attendance at night schools or evening continuation classes in connection with technical colleges should be made compulsory until they had reached the age of fourteen, and both parents and employers should be held responsible for the regular attendance of the children at the night schools or continuation classes. This proposal would apply to all places where there are night schools or continuation classes, and attendance should be free until the child had reached the age of fourteen. Continuation classes.

16. Children of the age of thirteen or fourteen may, with the consent of the Minister for Works, be employed in any factory, and there is no restriction upon the employment of children in shops or offices which are not connected with factories.

This provision would, therefore, not clash with the Factories and Shops Act.

17. (b) *Children of parents who can keep them at school until fifteen or sixteen.*—There are about 800 of these children in Brisbane alone, the number of boys and girls being about equal. To provide for the higher education of these children two high-grade State schools might be established in Brisbane—one for boys and one for girls. No child should be admitted to these schools until he had completed the fifth-class work. The curriculum in the high-grade State schools might be the present sixth-class work with such modifications as might be found necessary, together with an elementary commercial training for those lads who intended to follow commercial pursuits, and an elementary scientific and technical training for those lads who proposed to go to trades or to follow pursuits other than commercial. The commercial training might embrace commercial geography, bookkeeping, shorthand, business methods, and commercial correspondence; and the elementary scientific and technical course might include chemistry, physics, drawing, and mechanics. The high-grade State schools would lead to advanced classes in technical colleges. In the high-grade school for girls the curriculum might include domestic economy, needlework, cookery, hygiene, in addition to the ordinary elementary subjects. The foregoing subjects are merely suggested; the exact curriculum would have to be determined by the experts of the Department, but care should be taken that the education in the high school is suited to the future occupations of the children. Education in the high schools would be free up to the age of fourteen; thereafter fees could be charged, but the fees, if any, should not exceed £4 4s. per annum. A liberal system of scholarships to high schools should also be instituted, in the event of fees being charged, and a scholarship should entitle the holder to complete the high school course free of expense. Curriculum of high-grade schools.

18. The two high-grade State schools in Brisbane might take the place of the two existing Central schools. Until other arrangements could be made, the training college for teachers might be carried on in conjunction with the high-grade schools. All the children in the heart of the city for whom the Central schools are the nearest schools might also be accommodated in the high-grade schools. A two-fold purpose would thus be served: provision would be made High-grade schools in Brisbane.



for the education of the city children and a complete practising school would be provided for the teachers in the training college. Though an arrangement of the kind would have its advantages, it could only be regarded as a makeshift. But a beginning must be made; improved arrangements could follow as opportunities offered. The Brisbane Central schools are old and obsolete, and the hygienic and acoustic properties are bad. The buildings are not comparable with the new school buildings at New Farm, South Toowoomba, Norman Park, Hamilton, and other places. The whole of the vacant ground above the Central Railway Station belongs to the Education Department. Two commodious and properly equipped high-grade schools of modern design might be erected on part of that reserve. Such buildings, besides fulfilling an important educational purpose, might be made an ornament to the city. The site is elevated and commanding, and is admirably situated from a hygienic point of view. Considerable expenditure would, however, be necessary in the way of excavating and levelling so as to form suitable playgrounds. The site of the existing schools is an exceedingly valuable one. Instead of selling the ground, it might be preferable to let it on long building leases, and secure the rentals for all time for educational purposes. As Brisbane grows and prospers, the land will become more and more valuable, and the rentals would increase proportionately. The present Central school buildings could be used for the high-grade schools until the new buildings had been erected.

ollege. 19. The training college for teachers will doubtless be affiliated with the University when one has been established. But the training college should not wait for the University; a beginning should be made at once.

other  
ite. 20. The system of high-grade schools could be extended to other centres as necessity arose. The principle of high-grade schools is really in operation in Rockhampton at the present time. Out of 100 sixth-class boys in that town, 75 are in attendance at one school; arrangements could doubtless be made for the remaining 25 to attend the same school.

21. In Brisbane, the high-grade schools would be composed of children who had completed the fifth-class standard; in the other centres one of the existing State schools could be made a high-grade State school, and it would combine the functions of an elementary State school and a high school, seeing that there would not be sufficient children to warrant a separate high school. Brisbane has sufficient advanced children to warrant distinct high schools.

of  
school 22. (c) *Children who gain scholarships or whose parents can afford to send them to Grammar schools.*—The Grammar school fees might be reduced to £8 8s. per annum, and a scholarship might be granted to every candidate who gained 50 per cent. or over in the annual scholarship examination. The scholarships should be tenable for three years, as at present, and liberal provision should be made for extended scholarships and for exhibitions to the Queensland University. The result of this scheme would be that the State would have to finance the Grammar schools, but that is inevitable if the privileges of secondary education are to be extended and the State is to assume more direct control of the Grammar schools.

## GROUP II.—CHILDREN IN TOWNS WHERE THERE ARE LARGE STATE SCHOOLS, BUT NO GRAMMAR SCHOOLS.

23. The children in these schools have not an opportunity of getting a secondary education unless their parents can afford to send them away from home to a Secondary school and pay their board as well as the school fees, or unless the children gain State bursaries.

na 24. To provide in a general way an advanced education for children in such places, one of the existing schools in each of the centres could be made a district high-grade school. The high school would not be a distinct and separate institution from the State school as in Brisbane, but would contain all the classes which are found in an ordinary State school. In addition, however, there would be a specialized course of two or three years on the basis already outlined. In Bundaberg, for instance, there is not a Grammar school, but there are 5 State



schools—namely, 1 boys' school, 1 girls and infants' school, and 3 mixed schools. There are 73 boys and 60 girls in the sixth classes. Two of the existing schools could be made district high-grade schools—one for boys and one for girls. If a high-grade school for boys were established at Charters Towers it might specialize towards the School of Mines. In that town there are 120 sixth-class boys spread over four schools. Special staffs would have to be selected for the upper classes in high-grade schools, but the Department would have little difficulty in finding suitable teachers from amongst its own employees, and if the training college were established, teachers might be specially trained for the purpose. In a few subjects the employment of outside specialists would be necessary. A school should not be made a high-grade school until full inquiry showed that a permanent average attendance of at least twenty pupils was likely to be maintained in the high-grade classes, and that a school of the kind was a necessity.

GROUP III.—CHILDREN IN FAIRLY LARGE CENTRES IN EACH OF WHICH THERE IS ONLY ONE STATE SCHOOL.

25. Places like Cunnamulla, Charleville, Barcaldine, Longreach, Cairns, and Croydon come under Group III. The schools in this group are all mixed schools, and the number of pupils in the sixth classes ranges from five to twenty, including boys and girls. Beyond extending the privileges of the scholarship and bursary system, so as to grant a scholarship or bursary to every candidate in the State who gains not less than 50 per cent. in the annual examination, it is difficult to see what additional advantages in the way of education can be provided for these children. The Education Act of 1875 prescribes that the subjects of instruction in the Primary schools shall be as follows:—Reading, writing, arithmetic, English grammar, geography, history, elementary mechanics, object lessons, drill and gymnastics, vocal music, and (in the case of girls) sewing and needlework. The Amendment Act of 1897 prescribes that the Governor in Council may add any other secular subject or subjects to the above. Hence, if the head teacher of a school in an agricultural district desires to give his elder boys instruction in agricultural science, the present regulations admit of his doing so. If the teacher of a school in a mining locality desires to impart instruction in mineralogy, there is no reason why he should not do so.

26. In any scheme of educational reform there should be no curtailment of these privileges. I think the Department can only pursue its present policy of making the education in these schools as practical as possible.

GROUP IV.—CHILDREN IN PLACES WHERE THERE ARE ONLY SMALL STATE SCHOOLS OR PROVISIONAL SCHOOLS.

27. There are more of these schools under the Department than of all the other schools combined. Children in these schools leave as a rule at twelve or thirteen years of age. The average child of twelve has not completed his fifth-class work. Consequently, a sixth class in one of these schools is very rare, and in many Provisional schools there is not even a fifth class.

28. The raising of the compulsory school age to fourteen and the increasing of the number of compulsory school days would at least ensure that the children would be educated up to the fifth-class standard; many of them might even accomplish part of the sixth-class work if they attended school regularly, as the normal age for children in the sixth class is supposed to range from thirteen to fourteen and a-half. The raising of the compulsory age to fourteen would involve the appointment of properly trained teachers to the charge of Provisional schools as well as State schools, and the Department has already taken action in this direction as, for several months past, the plan has been adopted of transferring classified assistant teachers from State schools to the charge of Provisional schools.

29. I think that the raising of the compulsory school age, the increasing of the number of days of compulsory school attendance, and the appointment of fully trained teachers will be the best way to improve the education of the children in Group IV.



Night schools.

30. The present Act authorizes the Minister to make provision for the establishment of night schools. Teachers in country districts have opened night schools from time to time, and the Department always willingly grants, free of charge, the use of its buildings and of the school furniture and requisites. The whole of the fees received are retained by the teachers. Night schools in country places never seem to have been a success; they do not last long. It may be that there is not sufficient inducement for the teacher to continue the classes, that the homes are so scattered and the roads so rough that the young people have difficulty in attending the night school regularly, particularly on dark nights; or that they are tired after the day's labours and are not inclined to go to school. Be the reasons what they may, it is certain that night schools have not succeeded. In order to encourage teachers to persevere with night schools, particularly those in places where it is fairly easy for prospective pupils to attend, a small capitation allowance based upon the attendance might be made to the teacher by the State. I am not hopeful that much good would result, but the experiment might be tried. The State grants endowment to continuation classes in connection with technical colleges, and I see no reason why the same principle should not be applied to night schools in country localities.

Endowments to night schools.

GROUP V.—CHILDREN IN ISOLATED PLACES WHERE THERE IS NEITHER A PROVISIONAL SCHOOL NOR A PART-TIME SCHOOL.

Itinerant teachers.

31. In order that these children may not be entirely without education, the Department has instituted the system of Itinerant Teachers. By this means the children are at least taught to read, to write, and to cypher. Additional Itinerant Teachers can be appointed as occasion arises. It is also one of the duties of the Itinerant Teachers to organize groups of children, if it is practicable to do so, with a view to the establishment of part-time schools. It is doubtful if more can be done for these children under existing conditions. The expense of providing a teacher or tutor for each family would be prohibitive, even if it were desirable as a matter of policy.

Boarding-houses where population is scattered.

32. The present Education Act prescribes that, where a Primary State school or Provisional school exists in a place where the population is scattered, it shall be lawful for the Minister to make provision for the establishment of boarding-houses for the reception of children attending such schools and the residence of whose parents is distant not less than three miles therefrom. But the cost of the board of children residing in any such boarding-house must be paid by the parents at a rate to be fixed by the Minister.

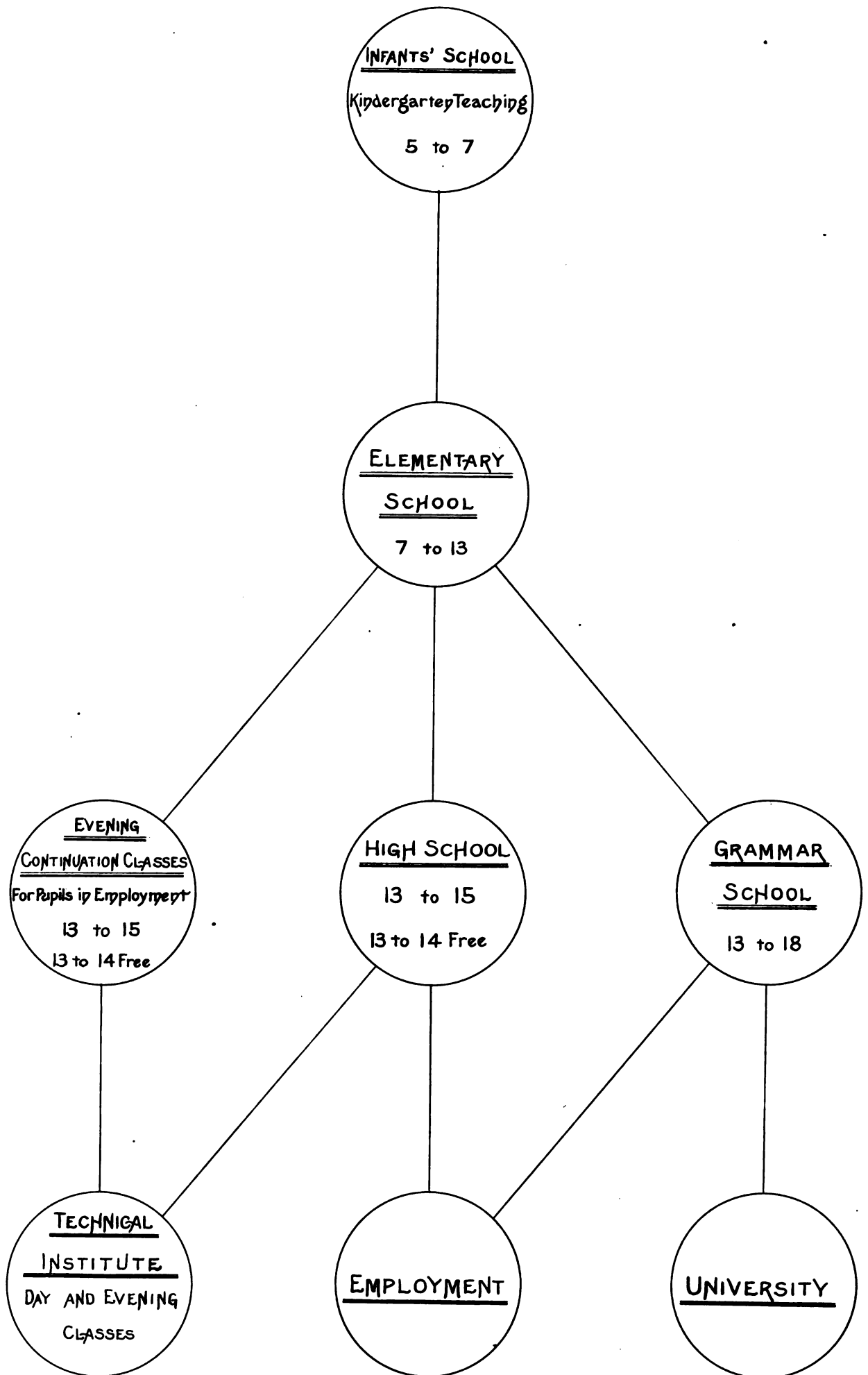
33. The Department has never found it practicable to establish such boarding-houses. The cost of erecting, furnishing, and maintaining suitable buildings would be great. There would also be the expense of paying suitable matrons. Even if boarding-houses were established, there would be no certainty that they would be continuously used. They might be used for two or three years, or even longer, but ultimately have to be closed through lack of child-boarders. Buildings and furniture would then be practically worthless. The elements of risk are too great for the State to provide establishments of the kind. Besides, unless the children were maintained free in the boarding-houses, the very children whom it was desired to reach would be the children who would not be reached; the struggling selector, the station-labourer or groom, the stockman, the boundary-rider, the fencer, the fossicker cannot afford to send his children away from home to be educated and pay their boarding fees.

Annual cost not largely increased.

34. The scheme outlined would not involve any upheaval of our education system, and would not lead to the disorganization of the existing arrangements. The adoption of the scheme would tend towards uniformity, and would enable the various branches to be linked together. The annual cost of education would not, I think, be largely increased; the raising of the compulsory school age would probably be the most costly item.

35. The scheme is commended to the earnest consideration of those who are interested in education; it may be necessary to amend the details, but I think that in general principle the scheme will meet our requirements. The diagram may help to explain the proposals:—

—Plan of Re-organization of Education—







## TRAINING COLLEGE.

36. A scheme for the establishment of a training college for teachers was prepared by the Department, but owing to the large expenditure involved in granting deferred grade promotions to teachers the establishment of the college had to be deferred. Scheme prepared.

37. I am hopeful that the necessary funds will be provided next financial year.

## SCHOOL HYGIENE.

38. Blight is troublesome in the Western districts, and many pupils suffer from the disease.

39. In order to mitigate the sufferings of the children, and to prevent the spread of the disease as far as possible, the assistance of the Department of Health was invited. A simple ointment and eyewash were prescribed, and suitable directions for using them were furnished. Full particulars were communicated to teachers through the medium of the *Education Office Gazette*. Guiding and useful instructions as to the causes, symptoms, and treatment of ophthalmia were also issued. Treatment of ophthalmia.

40. In November, a deputation representing the Queensland Association for the Prevention of Consumption waited upon me in regard to school hygiene, and particularly in regard to the disinfection of school slates. It was stated that there is a danger of the spread of tuberculosis, diphtheria, and scarlet fever by the indiscriminate use of slates by scholars, particularly if the slates are not properly cleaned and regularly disinfected. As a result of the deputation, an instruction was issued to teachers, once more impressing upon them the absolute necessity for cleanliness in regard to schoolrooms, closets, drains, tanks, and the like, and the imperative need for keeping the rooms thoroughly aired and ventilated. The regulations of the Department require teachers to be scrupulously careful in regard to the closets, and it is necessary for them to make a daily inspection of the offices. It is also one of the duties of the Inspectors to see that the offices are in a clean condition. Many medical authorities condemn the use of slates for school purposes, and recommend the use of paper instead. From inquiries I have made, I find that, if paper were substituted for slates, the additional cost would be about £5,000 per annum. Disinfection of school slates.

41. I communicated with the Commissioner of Public Health in regard to the slates, and he suggested that they should be regularly disinfected in a solution of cyllin. I also advised the Commissioner that I should be pleased to co-operate with the Board of Health in arranging a series of lectures for teachers on school hygiene, and that if suitable articles on the subject were prepared they would be published for the information of teachers and pupils. Opportunity was taken of the Annual Conference of Teachers in January last for the delivery of two lectures on school sanitation—one by the Commissioner of Health and the other by the Government Bacteriologist. Lectures by Board of Health.

42. I have asked the Department of Works to co-operate as much as possible with the Commissioner of Health in maintaining cleanliness and irreproachable sanitary conditions in connection with school buildings, premises, and water supply.

43. There are structural defects in a few of the old school buildings, and in some instances I fear that the lighting and ventilation are faulty. The Department of Public Works has given much thought and consideration to the questions of lighting, ventilation, and sanitation, and the newer buildings are in keeping with modern ideas. The lighting of schools has received careful attention, and improved conditions now prevail. The building regulations of the English Board of Education specify that unless the top of the windows be 14 feet above the floor no portion of the floor space utilized for teaching purposes should be more than 24 feet from the window walls. The usual size of schoolrooms in Queensland is 40 feet by 20 feet (except in the case of Provisional schools, which are usually 21 feet by 14 feet or 24 feet by 16 feet), and the windows which are depended upon for light are contained in the end walls or gables. In the new schools, therefore, no portion of the floor space is, as a rule, more than 20 feet from Lighting of schools.



the window wall; judged by the English standard, the new schools in Queensland are well lighted, particularly when it is remembered that in England there is a preponderance of dark days, whereas in Queensland there is a preponderance of sunny days. The lighting in some of the old schools is, however, defective, but effort is made to improve the lighting as far as it can be done. The most faulty lighting is usually found in those schools to which additions have been made in past years. The Department of Works has altered the planning of additions, so as to interfere as little as possible with good lighting.

**Ventilation of schools.**

44. Ventilation in our schools is obtained by the provision of large windows under the verandas and in the gable walls, through which copious draughts of fresh air are admitted and circulated through the rooms. Where this means of ventilation has proved insufficient, it has been supplemented by raising two or three of the boards at the bottom of the veranda walls and forming them into a hinged flap, which can be raised in hot weather and closed on cold days. This means of ventilation has been found particularly effective in schools in the North. The vitiated air in schoolrooms is drawn from the ceiling level through air flues connected with patent air pump extraction ventilators. This is a natural system of ventilation, and secures continuous change of air in the rooms.

**ARBOR DAY.**

**When held.**

45. Arbor Day was celebrated at 134 schools during the year, on various dates from May to December. Reports were received from only 11 schools in the Northern part of the State, and from 20 schools in the Central part; most of the reports were from schools in the South-eastern portion of the State.

**Usual procedure.**

46. The usual procedure on Arbor Day is for the teacher to give a lesson to the children on "Trees and Their Uses," or a like subject, after which trees or shrubs are planted, and those planted in previous years are pruned, mulched, or otherwise attended to. The committee and parents usually entertain the children at a picnic in the afternoon.

**Experiments.**

47. In some places experiments are being carried out in the growing of plants of economic value, such as cotton, corn, millet, wheat, arrowroot, and tapioca. At a few of the schools fruit trees are planted—namely, peach, mango, and walnut. Where the ground is unsuitable for tree-planting, plants are grown in pots on the school verandas or in bushhouses.

**Help by committees.**

48. Some teachers get the children to plant a tree to celebrate the anniversary of some historical event, such as Trafalgar Day. In some places the school committee have expended considerable sums in preparing the ground so as to ensure success in the tree-planting operations. The poor soil in some school reserves, the heavy rains which fell in parts, and the dry spells which occurred in other parts, interfered with Arbor Day work in 1907.

**AGRICULTURAL EDUCATION.**

**How vote is expended.**

49. In order to assist the efforts being made by the Department to encourage and foster horticulture, arboriculture, and elementary agriculture in connection with our public schools, the Government, at the instance of the Department, provided £250 on the Estimates for 1906-7. The following scheme for the disbursement of the amount was prepared by the Department and approved by the Government:—Three prizes to be granted to each of the twelve inspectorial districts—first, £4; second, £2; and third, £1; the prizes to be awarded for the best kept and most attractive school grounds or gardens, best agricultural and experimental work, or the like; the awards to be made on the recommendations of the District Inspectors of schools. The scheme also provides that the Department shall supply on application seeds and plants, wire-netting, simple garden or farm implements, or such other apparatus as the Minister may approve; that a copy of the *Agricultural Journal* will be sent to each school engaged in this work, and that the Department of Agriculture should include in the Journal a school section of one or two pages containing simple and useful hints to teachers on matters of interest in regard to elementary agriculture, seed-testing, dairying, school gardens, and cognate subjects.



50. The Inspectors duly submitted recommendations, and the prizes were awarded. The prize money is being spent by the teachers in further beautifying the grounds, in buying implements, in purchasing books for the school library, or in other useful ways. Various applications for seeds, plants, wire-netting, and tools have been granted. How prize money is expended.

51. A list of the schools engaged in elementary agriculture has been supplied to the Department of Agriculture, and that Department has issued instructions to the Principal of the Agricultural College, the Managers of the State Farms at Bungeworgorai, Hermitage, Westbrook, Biggenden, and Gindie, the Tobacco Expert, the Instructor in Fruit Culture, the Agricultural Inspector, the Government Entomologist, and the Poultry Lecturer to visit such of the schools specified in the list as opportunity offers, and give advice and assistance to the head teachers and pupils. Experts to visit schools.

52. These officers have also been asked to furnish after each visit to a school a brief report as to the value, from an educational point of view, of the work which is being done, and whether it is of any practical utility as a factor in education.

53. The agricultural and horticultural work is done under the "Nature Knowledge" section of the school syllabus, and is not permitted to trench unduly upon the other work of the school. The desire of the Department is that in country districts "Nature Knowledge" should have a practical rather than a theoretical trend. Many teachers in country districts have taken up simple agriculture as their branch of "Nature Knowledge," and some good and practical work is being done. Several teachers, whose schools are adjacent to butter factories, have taken dairying as their special subject; the factories have been placed at the disposal of the teachers for two or three hours each week, and the elder children are taken to the factories for occasional lessons and demonstrations. This is a work in which girls and boys take an equal interest. Nature Knowledge.

54. A winter course of instruction for teachers was held at the Gatton Agricultural College. The course began on the 25th of June and ended on the 7th of July; it was attended by sixty teachers. The programme of work was on the same lines as that for the summer course, with modifications to suit the winter season. The course was successful and was appreciated by the teachers in attendance. Winter course at Gatton College.

55. A copy of the Agricultural Education in Elementary Schools Bill, presented to the House of Commons in March last, has just come to hand. The object of the Bill is to provide for the teaching in all public elementary schools in England of agricultural and horticultural subjects, to give facility for Nature study, and generally by means of object lessons to cultivate habits of observation and inquiry on the part of the pupils. To this end the Bill provides for school gardens and such collection of examples and objects as may be necessary for the practical illustration and application of the instruction given. English system compared to ours.

56. The education specified in the Bill, while optional in urban schools, is compulsory in all schools situate in rural and semi-rural districts.

57. The Bill provides for a grant by the Board of Education of 75 per cent. of the cost of carrying out the work specified.

58. The work which may be undertaken consists of:—Nature study; fruit, flower, and vegetable growing; poultry and bee keeping; budding, pruning, and grafting; cow and pig keeping; milking; rotation of garden crops; nature and properties of soil; use of manures; knowledge and choice of seeds; structure, life, and food of plants; action of birds and insects on crops; choice and use of simple tools; packing fruit, vegetables, and other produce for market.

59. It is interesting to note that the work specified is almost the same as that which has been covered by the Department at the Gatton courses.



## STATE SCHOOL CADETS.

Establishment.

60. The new scheme of cadet-training came into operation on the 1st of May, 1906. The scheme provides for a Commonwealth establishment of 20,000 State School Cadets and 3,000 Senior Cadets. Of these numbers, Queensland on a population basis is entitled to 2,600 State School Cadets and 512 Senior Cadets. Under the scheme as first introduced, the Commonwealth was to pay for arms, ammunition, instruction, and all other working expenses, but the uniforms were to be paid for by the parents of the Cadets. I protested very strongly against the Cadets being required to find their uniforms, and pointed out to the military authorities the injustice of the proposal. I also saw the late Minister for Defence when he was in Brisbane, and communicated to him my views on the subject. Mr. Playford concurred in my opinion that an allowance should be made to each Cadet for a uniform, and he promised to make representations to his Government accordingly. The Minister fulfilled his promise, and the Commonwealth Government granted an annual allowance of 7s. 6d. to each Cadet.

Number of cadets.

61. The new Cadet system has been satisfactorily established in our schools. Corps, in numbers varying from 20 to 60 Cadets, have been formed in 72 schools. The total enrolment of Junior Cadets is 2,560. Senior Cadets to the number of 512 have also been established. The total enrolment in Queensland of Junior and Senior Cadets is thus 3,072, and they are all fully uniformed and equipped. The enthusiasm displayed by teachers in connection with the Cadet movement has been very gratifying to me. In all 175 teachers have volunteered as officers, and the majority of them have attended camps of instruction and qualified for military rank.

Another battalion could be formed.

62. The number of Cadets allotted to Queensland has been insufficient to meet all the applications. Another battalion of Junior Cadets could be established, and also half a battalion of Senior Cadets. I hope that the Commonwealth Government will make provision on their next Estimates for additional Cadets for this State.

63. The Queensland Commandant and his staff have co-operated with me very cordially in establishing the Cadets, and the work has proceeded smoothly and without friction.

Principle of the new scheme.

64. The principle of the new scheme of Cadet-training is that the lads should join the State school (or Junior) Cadets, then pass into the Senior Cadets, and thereafter pass into the Volunteers or Militia. A continuous system of military training is thus contemplated. The weak link in this chain seems to me to lie in the Senior Cadets. Except in the case of the Grammar schools, the Senior Cadets consist of lads who have left school. Whilst the boys are at school they are subject to school discipline, and are easily controlled; but when they leave school they become impatient of over-control and excessive restraint. Hence it is necessary if the lads are to be attracted to the Senior Cadet Corps that the work and surroundings should be made as pleasant as possible, that the discipline should be kindly without being weak, and that the officers should be men who are in sympathy with boys and accustomed to deal with them. For these reasons I am strongly in favour of the Senior Cadets being officered as far as possible by teachers; they are used to boys and know how to handle them. The lads are also kept in touch with their schools and masters, and the guiding and restraining influence of the latter should operate wholly for good. In order to make the drill of the Senior Cadets as attractive as possible, and to arouse and maintain their enthusiasm by sports and rifle competitions, I communicated with the mayors of the principal cities, and invited their co-operation in awakening local interest in the Cadets, especially in the way of providing funds and trophies for the encouragement of the lads in their sports and rifle-shooting.

Rifles.

65. Francotte and Westly-Richards Cadet Rifles are being imported, and will shortly replace the almost obsolete carbines with which the cadets are at present armed; miniature ranges will also be established at most of the schools where there are Cadets.

66. The Cadet-training is on a military basis, though of an elementary nature; but the lads are being trained in habits of discipline, to march well, and to shoot straight; and if those three things are successfully accomplished the Commonwealth will have no reason to be dissatisfied with its Cadet system. Prizes for rifle shooting.

67. With a view to encouraging the Cadets in their rifle-shooting, the Department has undertaken to contribute £20 annually for the purchase of cups for competition by the Cadets. There will be a silver cup for competition by each battalion of Cadets, Junior and Senior. In the case of the Juniors the cup will become the property of the school supplying the winning team, and in the case of the Seniors will become the property of the company which wins it.

68. I should also like to see Naval Cadets established in connection with our schools in coastal towns. The Commonwealth Defence Act of 1903 makes provision for the establishment and maintenance of Naval Cadet Corps, consisting of—

- (a) Boys over twelve years of age who are attending school; or
- (b) Youths between fourteen and nineteen years of age who are not attending school.

69. Considering the long coastline and the number of fairly large ports Naval cadets. which Queensland possesses, conditions are probably more favourable in this State for the establishment of Naval Cadet Corps than in any of the other States. Queensland boys like swimming and sailing, and these forms of pastime are becoming increasingly popular. This is easily understood when we think of our favourable climatic conditions. In a scheme of national defence for Australia, both Naval Corps and Military Corps are indispensable, and the wisdom of including the training of Naval Cadets as well as of Military Cadets in our school system is apparent. I believe also that Naval Cadet Corps would be popular with the boys, and that little difficulty would be experienced in forming companies. A small beginning might be made in the first instance.

#### LOCAL CONTRIBUTIONS.

70. "*The State Education Act of 1875*" provides that before the establishment of a Primary school in a new locality one-fifth part of the cost of erecting or purchasing the necessary school buildings shall be raised by subscription or donation, and paid to the Minister, to be applied by him towards such erection or purchase.

71. Under the present Regulations of the Department, a local contribution of one-fifth is required in respect of— Present Regulations.

- (a) Surveying, purchasing, and clearing the site;
- (b) Erecting the school, teacher's residence, closets, playshed, and fencing and gates, and providing furniture and tanks, and such other appurtenances as may be necessary to complete the equipment of the school;
- (c) Additions or alterations rendered necessary by increased attendance; enlarging the teacher's residence;
- (d) Tree-planting, preparing the ground, and furnishing guards to protect the plants; improving playgrounds;
- (e) Replacing buildings, furniture, tanks, fencing, and the like, which are beyond repair, or which may have been destroyed by fire or otherwise.

The State, however, defrays the whole cost of repairs and painting.

72. On the 1st of August, 1901, a resolution was carried in the Legislative Assembly that no local contributions should be required except for the purchase of sites and the erection of schools in the first instance. Owing to financial exigencies neither the previous Government nor the present one was able to give immediate effect to the resolution.



73. However, as the finances of the State are now in a sound condition, the Governor in Council has approved of effect being given to the resolution of the Assembly, and the Regulations have been amended accordingly.

New  
Regulations.

74. Under the new arrangement a local contribution of one-fifth will, in accordance with the provisions of the Education Act, be required towards the purchase of new sites, the erection and equipment of new schools, and the erection of teachers' residences. All further expenditure will, however, be defrayed by the State, and it will be no longer necessary for the parents to contribute towards additions to schools and residences, improvements, &c. The buildings will also be kept in good repair by the State.

75. Thus, when the parents have paid the one-fifth towards the erection and equipment of the school and the erection of the residence in the first instance as required by Section 17 of the Education Act, their obligation in regard to local subscriptions ceases and all further expenditure is a charge upon the State.

76. Provisional schools will be treated in the same way as State schools, except that teachers' residences are not erected at Provisional schools.

77. The new arrangement will take effect as from the 1st July next.

Advantages of  
new system.

78. This welcome change in the Regulations will simplify the administration, and should be a boon to Department, committees, parents, and teachers alike; much correspondence, vexation, and delay will be prevented and the Department will be able to proceed promptly with works. Under the system which is about to be changed really necessary improvements and additions had often to be deferred for months until the required local contributions could be raised. Sometimes, indeed, the work was not done at all, because the parents could not or would not find the local quota.

Advantages of  
old system.

79. Still, the system was not without some advantages from a State Treasurer's point of view. The payment of the local contribution was a trustworthy guarantee that the work was necessary; knowing that a proportion of the cost of a work must be found locally, a committee would not apply for the work unless it were really needed. The regulation was a protection to the Treasury in that respect. Under the new Regulation it will happen that works which were not previously deemed to be pressing will now be looked upon locally as urgent and indispensable. The Department will have to discriminate more than ever as to the urgency and necessity of works comprised under the comprehensive term "improvements." The necessity for additions to schools can easily be determined by the records of attendance.

80. As local contributions will not be required after the 30th June next, the demand for school works in the new financial year will be heavy. In many cases already committees have asked that additions and improvements, which have been sanctioned subject to the payment of local contributions, may be deferred until July so that payment of the local quota may be avoided.

81. The amount paid in 1906 as local contributions towards additions and improvements was £2,219.

#### ITINERANT TEACHER.

Route.

82. The route of the Itinerant Teacher (Mr. Thomas Walpole) for 1906 was practically the same as that traversed by him in 1905, but his operations were greatly hindered by the very wet season experienced in the South-western portions of the State.

Children visited.

83. The distance travelled by the Itinerant Teacher was 3,212 miles, and 99 families having 304 children were visited. Twenty-nine of these families with 76 children had not received a visit from the Itinerant Teacher till this year. Twenty-three families with 54 children had left the district, or had made other arrangements for the education of their children.

84. The work done by the teachers and the children is, on the whole, <sup>Cost.</sup> satisfactory. Reading and writing show the best results, but fair work is being done in arithmetic. For the year 1906, the cost of maintaining the Itinerant Teacher was £368 8s. 11d. The amount includes salary, travelling expenses, and the cost of requisites.

85. Two more Itinerant Teachers have been appointed, and will commence work early in 1907. Mr. Wm. T. West will work from Longreach as his centre, and Mr. J. Hunter will work west and south-west from Hughenden.

86. The announcement of these appointments was received with much <sup>New appointments.</sup> satisfaction by the residents of the far Western parts of the State.

87. As the district of upper Barcoo will be served by Mr. West, the southern Itinerant Teacher will be able this year to extend his district north from St. George and west from Windorah.

88. The especial interest taken by Your Excellency in the work of the <sup>Prizes.</sup> Itinerant Teachers is very encouraging, and your promise of £12 a year for prizes for the most deserving of the children visited has been warmly welcomed by the Itinerant Teachers. It will be cheering to those lonely bush children to learn that Your Excellency is keenly interested in them, and your prizes are sure to be highly treasured by those who win them.

#### COMPULSORY EDUCATION.

89. The police have continued to act as attendance officers, and they have shown commendable zeal, diligence, and tact in the discharge of their duties.

90. From January to December the police delivered 961 notifications to <sup>Notifications issued.</sup> parents of children whose attendance had been indifferent during the quarters March and September, and 266 urgent notifications were served on parents whose children were not likely to make up the statutory sixty days for the half-years June and December, and oral warnings were given to a large number of parents. Special letters of warning were sent direct from the Department in 239 bad cases. Summonses were issued in the 58 worst cases, and convictions were obtained in 50 of these cases.

91. Summary proceedings are not taken, unless it seems certain, after inquiry, that the absence of the child from school is due to carelessness or neglect on the part of the parent. The carefully prepared police reports are very helpful to me in this connection.

92. It will be noticed in Table C that the net enrolment in our schools has <sup>Raising of compulsory age.</sup> decreased by 580, while the average daily attendance has increased by 991. This improvement in the quality of the attendance is gratifying, but I think that the compulsory clauses are one of the weakest features of our primary education system, and in this respect we are far behind the more advanced countries. The compulsory age is six to twelve, and the number of days of compulsory attendance is sixty in each half-year. The average child of twelve has not completed the fifth-class work, even if he has attended school regularly, and a child of twelve who has only attended about sixty days in each half-year will not have reached the fifth class. Many of the children in the country districts, especially boys, leave school at the age of twelve or shortly afterwards. No child who has not completed the fifth-class work can be regarded as educated, and one of the most urgent reforms necessary in our system is the raising of the maximum compulsory age from twelve to fourteen, and the increasing of the number of days of compulsory attendance from sixty to at least ninety in each half-year. The compulsory clauses will not yield satisfactory results until that is done.

#### NEW SCHOOLS.

93. The Provisional schools at Atherton, Booie, and Proserpine were <sup>State.</sup> superseded by State schools during the year; and the Brisbane Central Girls' school and the Brisbane Central Infants' school were combined to form a single school under the direction of one head mistress.

94. Thirty-two new Provisional schools were opened during the year, <sup>Provisional.</sup> namely—Almaden, Chillagoe; Black Ridge, Clermont; Bona Vista, Proserpine;



Carmyle, Kilkivan Railway; Cedar Pocket, Gympie; Coalbank, Crow's Nest; Colinton, Esk; Eagleby, Beenleigh; Fassifern Valley, Engelsburg; Gaeta, Gin Gin; Glass Mountains, North Coast Railway; Haughton River, Ayr; Hodgson's Vale, Toowoomba; Home Creek, Wondai; Jericho Estate, Meringandan; Limevale, Texas; Liontown, Charters Towers; Mackenzie Island, Rockhampton; Marmor, Gladstone; Mount Martin, Mackay; Mount Molloy, *via* Cairns; Mount Tarampa, Lowood; O.K., *via* Cairns; Stoneleigh, Pittsworth; Strathdickie, Proserpine; Thompson's Point, Rockhampton; Upper Trebonne, Ingham; Waratah, Pittsworth; Willowbank, Beaudesert; Wilsonville, Hendon; Yarrilwanna Nos. 1 and 2 (half-time schools), Goondiwindi; Yarwun, Gladstone Railway.

**Situation.** 95. Twenty-five of these schools are situated in agricultural or dairying districts, and seven in mining centres.

96. The number of new Provisional schools opened during 1905 was thirty-four.

#### SCHOOLS REOPENED.

**Provisional.** 97. The following schools which had been closed temporarily owing to a falling off of attendance were reopened during the year:—Beebo, Bigriggan, Dalysford, Double Island Point, Einasleigh, Franklyn Vale, Friezland, Gladfield, Keppel Bay, Noogoora, Reid's Creek Upper, Stamford, Warden Bend. In place of Kingumbilla, companion school to Bloomfield Hills, a school was opened at Wyndham Arms, as it was considered a more suitable location.

#### SCHOOLS CLOSED.

**On account of small attendance.** 98. The following schools were closed on account of small attendance:—Cumberland and Montalbion State schools, Aramara, Arrilalah, Bigriggan, Cinnabar, Currigee, Cuttaburra, Douglas Creek, Glenlyon, Gootchie, Habana, Hebel, Imbil, Malar, Normanby Goldfield, Ollera, Rocky Bluffs, Rosalie Plains, Severn River, Stamford, Surprise Creek, Tegege, Theresa Creek, The Springs, Tinowon, West Prairie, Yelvertoft, Nellybri and Retreat, Woolgar Nos. 1 and 2, and Warroo and Whycombe Provisional schools.

**Some to be reopened.** 99. Steps are being taken for the reopening of some of these schools on the understanding that where an average attendance of at least twelve pupils cannot be permanently maintained the Department will pay part of the regulation salary of the teacher, and the parents will contribute the remaining portion or arrange for a corresponding reduction in the cost of board and lodging.

#### ADDITIONS AND REPAIRS.

**State.** 100. Extensive repairs or alterations were made to sixty-nine schools—Amby, Brisbane East, Bunbamba Upper, Charters Towers Central, Cloncurry, Chermiside, Fortitude Valley, Gympie, Ithaca Creek, Ipswich Central (Girls' and Infants'), Lake Clarendon, Mount Perry, Ravenswood Junction, Richmond Hill, Samford, Tent Hill Lower, Toowoomba North (Girls' and Infants'), Toowoomba North (Boys'), West End, Wolloongabba, and Warwick West were those that received the most important additions and repairs.

**School buildings removed.** 101. The school buildings at Montalbion were removed and re-erected at Gurrumba, and the school residence at Montalbion was removed and re-erected at Stannary Hills. The school buildings at Pullen Vale were removed to a new site.

**Increased accommodation.** 102. The accommodation in State schools was increased during the year by 2,781 square feet of additional floor space furnished by three new schools.

103. Allowing 8 square feet of floor space for each child, provision was made for 348 pupils.

#### APPLICATIONS FOR NEW SCHOOLS.

**How dealt with.** 104. Exclusive of the applications received for State schools to supersede existing Provisional schools, four applications for the establishment of State schools in new localities were received. Of these two were approved; one was refused on account of the number of schools already in the district; and in the remaining case particulars are awaited as to the number of prospective pupils available.

## PRIMARY EDUCATION.

## SCHOOLS IN OPERATION.

105. At the end of the year there were in operation 451 State schools, 689 Provisional schools, 2 schools for aboriginals—namely, Deebing Creek and Myora—and the Reformatory school at Westbrook. Number of schools in operation.

106. The total number of schools open during the year was 1,089.

107. The tabular statement below shows the classification of the schools open at the end of the year, and compares it with that of the previous year:— Classification of schools.

CLASS OF SCHOOL.								AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1905.	NO. OF SCHOOLS IN 1906.
State Schools—										
I.	...	...	...	...	...	...	...	Over 800	4	4
II.	...	...	...	...	...	...	...	601 to 800	6	6
III.	...	...	...	...	...	...	...	401 to 600	16	16
IV.	...	...	...	...	...	...	...	281 to 400	32	30
V.	...	...	...	...	...	...	...	161 to 280	54	57
VI.	...	...	...	...	...	...	...	81 to 160	100	103
VII.	...	...	...	...	...	...	...	41 to 80	148	149
VIII.	...	...	...	...	...	...	...	30 to 40	40	28
Unclassified	...	...	...	...	...	...	...	Less than 30	52	58
Provisional—Ordinary Schools—										
I.	...	...	...	...	...	...	...	More than 20	211	233
II.	...	...	...	...	...	...	...	12 to 20	286	269
Provisional—Special Schools—										
Full-time	...	...	...	...	...	...	...	Less than 12	74	89
Half-time	...	...	...	...	...	...	...	" " 12	17	2
" "	...	...	...	...	...	...	...	12 or over	1	8
Aboriginal Schools								...	2	2
Reformatory School								...	1	1
Totals								...	1,044	1,055

108. Omitting places where the establishment of a State school has been approved, the average attendance in the following eighty-one schools is sufficient to warrant that they should be superseded by State schools:—Alton Downs (36), Bathampton (33), Black Ridge (60), Blackwater (30), Bollon (31), Broughton (31), Bucca Crossing (32), Burdekin (38), Byrnestown (30), Cambooya (33), Canungera Upper (47), Chatsworth (31), Coolabunia (34), Djuan (35), Donnyville (33), Dow's Creek (38), Dunmora Central (32), Eagleby (35), Evergreen (30), Fairymead (32), Frenchman's Creek (35), Freshwater (40), Girofla (31), Glassford Creek (34), Greenmount (30), Gundiah (36), Hessenburg (31), Junabee (31), Kabra (32), Kenilworth (33), Kingaroy (34), Koorboora (48), Landsborough (33), Liantown (38), Loch Lomond (38), Lockrose (35), Lockyer (30), Macknade (46), Maroon (35), Merinda (46), Milsted (31), Montville (33), Moore (54), Mount Alford (30), Mount Forbes (35), Mount Molloy (47), Mount Shamrock (37), Mount Sylvia (33), Mount Whitestone (33), Mungore (30), Nankin Junction (32), Nebo (39), New Moonta (35), Nigger Creek (35), Nymbool (34), Obum Obum (33), Palen Creek (30), Palmwoods (30), Pentland (59), Pie Creek (32), Pinelands (39), Polmaily (31), Pomona (42), Redcliffe (38), Rolleston (31), Sandhills (36), Silverspur (60), Stanley River (30), Stonehenge (33), Taabinga Village (34), Teviotville (32), Thane (30), Thompson's Point (37), Toogoolawah (35), Torren's Creek (42), True Blue (39), Upper North Pine (35), Watawa (42), Wellcamp (34), Woolmar (30), Wyreema (45). Overgrown Provisional schools.

109. The minimum average attendance required for the establishment of a State school is thirty. The average at many of the abovenamed schools is but little in excess of that number, and there is no certainty that the average will be permanently maintained. The Department would, therefore, not be warranted in incurring the large expenditure that would be necessary to erect State school buildings, notwithstanding that the local contribution of one-fifth might be forthcoming. Some of the schools are in charge of Provisional teachers who are Reasons for not converting same into State schools.

exceptionally popular and competent, and as the parents do not desire to lose their services, they do not wish State schools to be established, and will not raise the local contributions. In other cases the settlers are unable to raise the required subscriptions.

Applications for  
State schools.

110. Thirteen applications were received for State schools to supersede the existing Provisional schools; in five of these cases it was found that the attendance or the prospects of the district were not sufficient to warrant State schools; in another case a State school was rendered unnecessary by the opening of an additional Provisional school in the district; one application is with the District Inspector for report; and the remaining six applications have been granted.

Provisional  
school buildings  
subsidized.

111. The Education Act defines a Provisional school as one in which *temporary* provision is made for the primary instruction of children, and not being a State school. Prior to 1892, it was necessary for the promoters of Provisional schools to bear the whole expense of providing and furnishing the buildings. Consequently many of the buildings were of a very makeshift character, and the sites were not vested in the Minister. In 1892, the Department began the practice of making grants towards the cost of erecting and furnishing Provisional school buildings, and since that year practically the whole of these buildings which have been erected have been subsidized by the State. To-day, Provisional schools are on precisely the same footing as State schools, except that residences for teachers are not erected. The regulation salary for a female teacher in a Provisional school ranges from £70 to £90 per annum according to the attendance, and for a male from £90 to £110. The salary is regarded as insufficient for a married teacher, hence it has been the general practice of the Department to appoint unmarried teachers to Provisional schools, and not to erect residences.

Conversion of  
Provisional  
schools into  
State schools.

112. It is hopeless to expect that the committees of the whole of eighty-one schools specified above will be able to raise the necessary local contributions to enable residences to be erected and the schools to be converted into State schools. But most of these schools are just as permanent institutions as State schools, although it is true that the attendance of a considerable number of them may fluctuate and fall below thirty, which is the minimum average under the existing Regulations for a State school. Except in a very few cases, however, there is little likelihood of the places becoming altogether deserted and of the schools being closed. The term "Provisional" is thus misleading, and I think that the most satisfactory solution of the difficulty would be to make all schools vested in the Minister, and having a permanent average attendance of not less than 12, State schools. This step would involve the creating of 2 additional classes of State schools. There are 8 classes at present, the eighth or lowest class comprising schools with an attendance of 30 to 40. Provisional schools with an attendance of 20 to 30 might be made State schools of Class IX., and schools with an attendance of 12 to 20 might become State schools of Class X. Schools with an attendance under 12, schools not vested in the Minister, and schools of a purely temporary character, would still be continued as Provisional schools. Classified assistant teachers in existing State schools could then be appointed to the charge of State schools of Classes IX. and X., and to those schools which would be of higher classification but where there are not residences. If the parents desired a married teacher, and were willing to subscribe one-fifth of the cost of a residence, a residence could be erected and a married teacher appointed.

113. The strongest objection which I see to this scheme is that the parents in the larger centres might demur to contribute towards residences, but I think that in such cases residences should be insisted upon.

Trained teachers  
appointed to  
Provisional  
schools.

114. The advantages of the scheme would be that properly trained teachers would be appointed to these schools. This is particularly desirable in the case of schools with an attendance of 30 and over; a second teacher is not appointed until the attendance exceeds 45, and the schools which range from 30 to 45 in attendance are the most difficult schools to manage, because the teacher has to work the school single-handed; that the teacher should be a properly trained teacher is obvious.

115. The rights of existing Provisional school teachers would have to be protected.

## ATTENDANCE OF CHILDREN.

116. For 1906, the gross enrolment was 87,729 in State schools and 19,126 <sup>Enrolment.</sup> in Provisional schools, making a total of 106,855 (Table C).

117. The net enrolment or number of distinct children was 78,512 in State <sup>Decrease in net enrolment.</sup> schools and 16,903 in Provisional schools; total 95,415 (Table C), showing a decrease of 1,313 on the net enrolment for 1905 in State schools and an increase of 733 in Provisional schools, or a total decrease of 580.

118. The average daily attendance was 57,545 at State schools and 12,226 <sup>Average daily attendance.</sup> at Provisional schools; total 69,771, showing an increase of 991 on the average daily attendance for 1905. The average daily attendance was 73·1 per cent. of the net enrolment, an increase of 1·5 per cent. on the return for 1905.

119. In 1904, there was a decrease in the average daily attendance of 1,098, <sup>Increase in average daily attendance.</sup> and in 1905 an increase of 119 was shown. The increase of 991 for 1906 is, therefore, encouraging, and is probably due to the good work performed by the police as school attendance officers.

120. For some years past there has been a decline in the enrolment of pupils, not only in State schools, but also in private schools, as shown hereunder:—

## PUBLIC SCHOOLS.

## NET ENROLMENT.

Year.	New South Wales.	Victoria.	Queensland.
1901 ... ..	241,790 ... ..	Not available ... ..	96,891
1902 ... ..	243,667 (0·77 Increase)	224,178 ... ..	97,131 (0·25 Increase)
1903 ... ..	243,516 (0·06 Decrease)	226,490 (1·03 Increase)	97,306 (0·18 Increase)
1904 ... ..	240,631 (1·19 Decrease)	210,250 (7·17 Decrease)	96,229 (1·10 Decrease)
1905 ... ..	238,629 (0·83 Decrease)	208,954 (0·61 Decrease)	95,995 (0·24 Decrease)
1906 ... ..	Not available ... ..	Not available ... ..	95,415 (0·60 Decrease)

## PRIVATE SCHOOLS.

## NET ENROLMENT.

Year.	New South Wales.	Queensland.
1901 ... ..	60,282 ... ..	12,762
1902 ... ..	58,939 (2·23 Decrease) ... ..	12,468 (2·3 Decrease)
1903 ... ..	58,258 (1·15 Decrease) ... ..	13,225 (6·07 Increase)
1904 ... ..	57,811 (0·77 Decrease) ... ..	12,932 (2·21 Decrease)
1905 ... ..	Not available ... ..	12,475 (3·53 Decrease)
1906 ... ..	Not available ... ..	12,706 (1·85 Increase)

The year 1906 shows a small increase of 231 in attendance at Queensland private schools, but this may be accounted for by the fact that there is an increase of six in the number of private schools for this year.

121. In Victoria, the diminution of pupils in State and private schools is similarly noticeable, and in New South Wales a serious decline in the enrolment began in 1903, and is expected by the authorities to continue till 1910.

122. The diminishing enrolment of children in our schools is due to the declining birth rate of past years. During the octennial period 1891-8 there was a decline of 1,500 in the birth rate. This period supplied the children in attendance in 1904, and in this year commenced the falling off in the yearly net enrolment in Queensland schools. In the next two octennial periods there was a further decline in the birth rate of 900, and the attendances of 1905 and 1906 were in consequence proportionally affected. The attendance for 1907 may be expected to be about the same as for 1906, and for 1908 to be slightly better; but in 1909 there will be a serious decrease of nearly 1,800, due principally to the low birth rate of <sup>Decrease expected</sup>

1903. This year of low birth rate will continue to affect the enrolment for several years after 1909; indeed, probably not till 1912 will the net enrolment show an upward tendency again unless there is an influx of children through immigration.

123. The accompanying graph illustrates the relationship between the number of births and the school enrolment.

#### TEACHERS EMPLOYED.

124. At the end of 1906, the total number of teachers employed was 2,402, an increase of 19 for the year. The tabular statement below gives the numbers in detail:—

STATUS OF TEACHERS.	1905.			1906.			INCREASE OR DECREASE.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Classified ... ..	690	632	1,322	741	639	1,380	+51	+7	+58
Unclassified ... ..	263	417	680	268	419	687	+5	+2	+7
Pupil-teachers ... ..	190	191	381	144	191	335	*46	...	*46
TOTALS ... ..	1,143	1,240	2,383	1,153	1,249	2,402	*10	+9	+19

\* Decrease. † Increase.

125. It will be observed that the number of adult teachers has increased whilst the number of pupil-teachers has greatly decreased. The increase in the number of unclassified teachers is mainly due to the opening of new Provisional schools. The staffs of the State schools are stronger, professionally, as a whole, than they have ever been, and will compare very favourably with the school staffs of any of the Australasian States. Many staffs now consist almost entirely of classified teachers.

126. Dividing the average daily attendance by the number of teachers employed, it is shown that during 1906 the average number of pupils taught by each teacher was 32·2 in State schools, 19·8 in Provisional schools, and 29 for all schools. These averages for the year 1905 were respectively 32, 19·5, and 28·9.

127. The following is a comparative view of the number of teachers employed in the State and Provisional schools respectively at the end of 1906:—

STATUS OF TEACHERS.	IN STATE SCHOOLS, 74·1 PER CENT.			IN PROVISIONAL SCHOOLS, 25·9 PER CENT.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified ... ..	737	637	1,374	4	2	6
Unclassified ... ..	50	20	70	218	399	617
Pupil-teachers ... ..	144	191	335	...	...	...
TOTALS ... ..	931	848	1,779	222	401	623

128. From Table D it appears that of the entire teaching staff at the end of 1906, 1,380 adults were classified, 687 were unclassified, and 335 were pupil-teachers. The number of classified teachers in each rank and the number of pupil-teachers in each class at the end of the year are shown in the following condensed statement:—

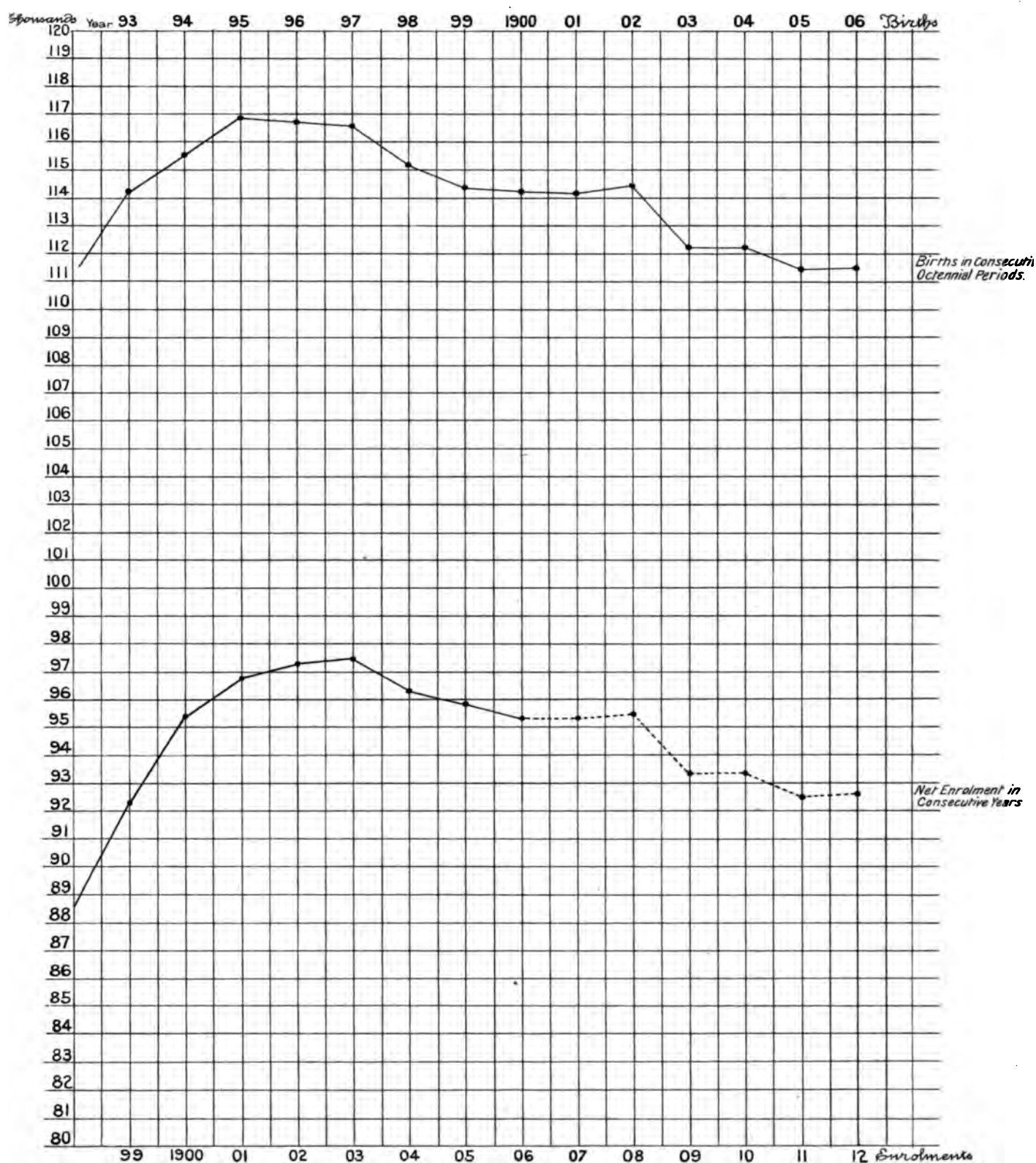
SEX.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male ... ..	31	229	481	741	54	28	17	16	29	144
Female ... ..	3	84	552	639	65	86	19	19	52	191
TOTALS ... ..	34	313	1,033	1,380	119	64	36	35	81	335
Increase for 1906 ... ..	13	59	...	58	...	...	...	1	33	...
Decrease for 1906 ... ..	...	...	14	...	9	54	17	...	...	46

# — GRAPH —

*Illustrating relationship between the Births in Queensland and  
the State School Enrolment*

*The births are shown in consecutive periods from 1892 to 1906.*

*The enrolment from 1898 to 1906; and estimated enrolment 1907 to 1912 in dotted lines.*





129. Of the 1,380 classified teachers, 88 are ex-pupil-teachers admitted into Class III., Division 3, from 1st January, 1906; 7 are Provisional school teachers who have successfully passed the Class III. examination, and have been appointed to State schools during the year; and 3 are assistant teachers on probation who were admitted to Class III., Division 3, having passed the necessary examination. Of the 335 pupil-teachers, 195 received promotion in the ordinary course of their apprenticeship, and 58 pupil-teachers on probation qualified by examination for promotion from 1st January, 1907.

130. Particulars respecting promotions made in 1906 appear in the following tables:—

PROMOTIONS MADE FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
Into Class III. ... ..	55	43	98	£ 2,474
From P.T. 3 to P.T. 4 ... ..	88	48	86	1,290
From P.T. 2 to P.T. 3 ... ..	21	22	43	445
From P.T. 1 to P.T. 2 ... ..	16	17	33	183
From P.T. 0 to P.T. 1 ... ..	14	19	33	288
TOTALS ... ..	144	149	293	4,680

131. These promotions take effect from 1st January, 1906, and increased salary is paid from that date.

PROMOTIONS FOR MERITORIOUS SERVICE.

To Date from—	Grades.	Head Teachers.	ASSISTANTS.		Total.	Increased Annual Expenditure.
			Males.	Females.		
1st July, 1903 ...	From Class III., Division 3, to Class III., Division 2	8	29	43	80	£ 1,354
" 1904 ...	" " " "	11	30	45	86	1,410
" 1905 ...	" " " "	7	29	52	88	1,516
" 1906 ...	" " " "	6	45	50	101	1,800
1st July, 1903 ...	From Class III., Division 2, to Class III., Division 1	5	21	8	34	538
" 1904 ...	" " " "	13	33	17	66	988
" 1905 ...	" " " "	6	35	23	64	1,090
" 1906 ...	" " " "	8	50	31	89	1,520
1st July, 1903 ...	From Class III., Division 1, to Class II., Division 3	6	3	5	14	150
" 1904 ...	" " " "	11	3	11	25	258
" 1905 ...	" " " "	4	2	9	15	202
" 1906 ...	" " " "	7	7	7	21	266
1st July, 1903 ...	From Class II., Division 3, to Class II., Division 2	6	2	3	11	94
" 1904 ...	" " " "	12	5	4	21	172
" 1905 ...	" " " "	10	3	8	21	204
" 1906 ...	" " " "	6	3	7	16	166
1st July, 1903 ...	From Class II., Division 2, to Class II., Division 1	14	2	2	18	76
" 1904 ...	" " " "	4	...	...	4	...
" 1905 ...	" " " "	8	3	4	15	132
" 1906 ...	" " " "	10	3	3	16	114
1st July, 1903 ...	From Class II., Division 1, to Class I., Division 3	4	...	...	4	...
" 1904 ...	" " " "	...	...	...	...	...
" 1905 ...	" " " "	3	...	...	3	...
" 1906 ...	" " " "	6	...	...	6	...
1st July, 1903 ...	From Class I., Division 3, to Class I., Division 2	1	...	...	1	...
" 1904 ...	" " " "	2	...	...	2	...
" 1905 ...	" " " "	1	...	...	1	...
" 1906 ...	" " " "	3	...	...	3	...
1st July, 1903 ...	From Class I., Division 2, to Class I., Division 1	...	...	...	...	...
" 1904 ...	" " " "	1	...	...	1	...
" 1905 ...	" " " "	3	...	...	3	...
" 1906 ...	" " " "	...	...	...	...	...
TOTALS ... ..		186	311	332	829	£12,070

132. The seniority of these teachers takes effect from the dates given in the first column, but the increased salary was paid from 1st July, 1906, only.



Left the service.

133. The number of teachers who left the service during the year was 189—56 males and 133 females. The corresponding number for 1905 was 176. The number readmitted was 62—22 males and 40 females. The tabular statement below gives the status and sex of the teachers who left in 1906:—

STATUS.	LEFT THE SERVICE IN 1906.		
	Males.	Females.	Total.
Teacher, Class I. ... ..	...	...	...
" " II. ... ..	2	3	5
" " III. ... ..	14	33	47
" Unclassified ... ..	1	4	5
" of a Provisional School ... ..	23	76	99
Pupil-teacher of the Fourth Class ... ..	3	1	4
" " Third Class ... ..	7	3	10
" " Second Class ... ..	2	3	5
" " First Class ... ..	...	2	2
" on Probation ... ..	4	8	12
TOTALS ... ..	56	133	189

Reasons for leaving the service.

134. An analysis of the reasons assigned for retirement gives the following results:—

	NUMBER OF TEACHERS.		
	Males.	Females.	Total.
Services dispensed with—			
For failure to pass examination ... ..	5	6	11
For inefficient service ... ..	7	1	8
Services no longer required ... ..	1	7	8
For serious offences ... ..	1	...	1
Deserted duty ... ..	1	2	3
Resigned—			
To follow other occupations or to perform household duties ... ..	28	29	57
To be married ... ..	...	51	51
Left the district or the State ... ..	1	10	11
On account of failing health ... ..	9	26	35
Died ... ..	3	1	4
TOTALS ... ..	56	133	189

Conduct of teachers.

135. The general conduct of the teachers of all grades during the year under review has been very creditable, and worthy of the high reputation which the service has always maintained.

Annual general examination.

136. The annual general examination of teachers throughout the State was held in December. There were fifty-two centres, of which twelve were in charge of the District Inspectors and a head teacher, and forty were in charge of the local police magistrates or clerks of petty sessions, or their deputies, assisted by school committees.

137. The number of teachers examined was 804, or 10 more than the corresponding number for 1905, and included 174 teachers of Church of England, Roman Catholic, and private schools.

138. Details of the examination are given in the following table:—

FOR PROMOTION TO THE STATUS OF—	MALES.		FEMALES.		TOTAL.		PERCENTAGE OF PASSES.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	1905.	1906.
Pupil-teacher of the First Class ... ..	20	11	36	27	56	38	71.1	67.8
" " Second Class ... ..	18	15	31	31	49	46	88.9	93.9
" " Third Class ... ..	22	20	20	17	42	37	83.0	88.1
" " Fourth Class ... ..	28	24	35	28	63	52	74.8	82.5
Teacher—Class III. ... ..	79	*47	80	*45	159	92	57.8	57.9
" " II. ... ..	174	15	48	5	222	†20	...	...
" " I. ... ..	28	3	10	1	39	†4	...	...

\* Seventeen other candidates obtained 50 per cent. or over of the maximum marks allotted, and made a partial pass, but failed in one or more subjects in which they obtained less than one-fourth of the total marks.  
† Twenty-two candidates have not completed their examination, having yet to be examined in drill and class teaching.  
‡ The examinations for Class II. and Class I. may be taken by instalments from year to year, and generally are so taken. The passes here recorded are for the completed examinations only.  
The percentage of passes in selected subjects was—for Class II., 57.8; for Class I., 71.2.

## INSPECTION.

139. The inspecting staff lost its oldest member, Mr. James Platt, Senior District Inspector, who died 21st September, 1906, after forty-two years of faithful and efficient service as teacher, organizing master, and District Inspector. Death of Senior District Inspector.

140. The schools which were uninspected by Mr. Platt at the time of his death were assigned to Messrs. Shirley, Ross, Kennedy, and Radcliffe.

141. The total number of schools inspected was 1,057 State and Provisional and 68 Denominational schools. Of these, 218 received second visits of inspection, and 9 received third visits of inspection. All the State schools were inspected, but, for various reasons, 25 Provisional schools were not visited—Arrilalah, Birdsville, Boulia, Currigee, Eromanga, Habana, Hungerford, Imbil, Kelsey Creek, Malar, Ollera, Reid's Creek Upper, Rosalie Plains, Stamford, Theresa Creek, The Springs, Upper Trebonne, Urandangie, West Prairie, Whycombe, Willow Bank, Woolgar No. 1, Yarrilwanna Nos. 1 and 2, and Yelvertoft. Most of these schools were closed when the Inspector was in the neighbourhood, one was reopened after the Inspector had passed through, floods prevented the inspection of three, and a few were not inspected, by direction of the Minister, for good and sufficient reasons. The reports of the District Inspectors will be found in Appendix D. Number of schools inspected and not inspected.

## EXPENDITURE.

142. In the following tabular statement the gross departmental expenditure for 1906 is compared with that of 1905:— Gross departmental expenditure.

BRANCHES OF EXPENDITURE.	1905.			1906.			†INCREASE OR ‡DECREASE.		
	£	s.	d.	£	s.	d.	£	s.	d.
Primary Education ...	297,068	13	6	302,599	16	3	†5,531	2	9
Scholarships and Exhibitions ...	3,866	13	10	4,951	11	6	†1,084	17	8
Endowments to Grammar Schools ...	5,750	0	0	7,000	0	0	†1,250	0	0
Technical Education ...	6,204	13	8	7,749	17	1	†1,545	3	5
Schools of Arts—Grants in Aid ...	2,004	18	5	2,070	11	11	†65	13	6
TOTALS ...	314,894	19	5	324,371	16	9	†9,476	17	4

143. The following table gives particulars of increases or decreases in the expenditure on primary education alone:— Particulars of increases and decreases.

Items of Expenditure.	†Increase or ‡Decrease.		
	£	s.	d.
Salaries and allowances to teachers ...	†8,066	15	11
Railway fares ...	†44	9	0
Inspection ...	†83	2	1
School cleaning and incidentals ...	†25	16	9
School requisites ...	†454	17	5
Administration ...	†515	16	3
Travelling Expenses ...	†61	14	8
Instruction in Cookery ...	†19	4	0
*Provisional school buildings ...	†2,608	0	10
TOTAL ...	†5,531	2	9

\* Vote transferred to Estimates of Works Department from 1st July, 1905.

144. Of £302,599 16s. 3d., the cost of primary education, the sum of £11,666 17s. 4d. was for administration and inspection, £233,415 15s. 8d. was for State schools, and £53,213 5s. 8d. for Provisional schools. Cost of primary education.

145. The sum of £4,303 17s. 7d. was paid to the Railway Department, Government Printer, and Government Stores for services rendered.

146. The cost of administration, £5,049 14s. 7d., was 1·5 per cent. of the gross departmental expenditure. For 1905 it was 1·4 per cent. Cost of administration.

Cost of  
administration  
and inspection.

147. The cost of inspection was £6,617 2s. 9d., or 2·1 per cent. of the expenditure on primary and technical education; for 1905 it was 2·2 per cent. The whole charge for administration and inspection was 3·6 per cent. of the whole expenditure—the same as for the previous year.

Average cost of  
each child's  
education—  
State schools.

148. In State schools the average cost per head during the twenty-four years ended 31st December, 1906, was as follows:—

(A) INCLUDING THE TOTAL EXPENDITURE FOR THE YEAR IN CONNECTION WITH STATE SCHOOLS.				(B) INCLUDING TEACHERS' SALARIES AND ALLOWANCES AND INCIDENTAL EXPENDITURE ONLY.			
Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1883 ... ..	2 18 3½	3 18 2	5 11 9½	1 19 7½	2 13 0	3 15 10	
1884 ... ..	2 19 2½	3 18 3½	5 12 2½	1 19 5	2 12 1½	3 14 8½	
1885 ... ..	3 3 6½	4 3 6½	5 18 1½	2 4 8½	2 18 8½	4 3 0½	
1886 ... ..	3 2 7½	4 1 10	5 15 4½	2 4 7½	2 17 11½	4 2 2½	
1887 ... ..	3 1 3½	3 19 9½	5 11 8	2 4 7½	2 18 1½	4 1 4½	
1888 ... ..	2 17 2½	3 13 7	5 0 9½	2 4 9½	2 17 8½	3 18 10½	
1889 ... ..	2 19 10	3 17 0½	5 6 6	2 4 3½	2 17 2½	3 18 10½	
1890 ... ..	3 1 11	3 19 3½	5 11 10	2 6 3½	2 19 3	4 3 6½	
1891 ... ..	2 17 11½	3 14 0½	4 19 10	2 6 2½	2 19 1	3 19 7½	
1892 ... ..	2 13 10½	3 8 4½	4 12 11	2 7 2	2 19 10	4 1 3½	
1893 ... ..	2 8 7	3 0 5	4 6 7½	2 3 5½	2 12 7½	3 17 6½	
1894 ... ..	2 5 3½	2 16 5½	3 16 5½	2 2 10	2 13 5	3 12 3½	
1895 ... ..	2 2 8½	2 15 1½	3 13 8½	2 0 1½	2 11 10	3 9 3½	
1896 ... ..	2 0 6	2 11 0	3 7 9½	1 17 10½	2 7 11	3 3 6½	
1897 ... ..	2 3 1	2 13 0½	3 8 7½	2 0 6	2 9 8½	3 4 6	
1898 ... ..	2 4 1	2 15 0½	3 15 4	2 0 8	2 10 8½	3 9 5½	
1899 ... ..	2 3 6	2 14 0½	3 11 5½	2 1 1½	2 11 0½	3 7 6½	
1900 ... ..	2 5 2½	2 15 10½	3 17 2½	2 2 8	2 12 8	3 6 8½	
1901 ... ..	2 8 6½	2 19 6½	3 15 4½	2 5 0	2 15 2½	3 9 10½	
1902 ... ..	2 9 7½	3 0 4½	3 13 11½	2 6 8½	2 16 9½	3 9 6½	
1903 ... ..	2 8 4½	2 18 9½	3 15 5½	2 4 10½	2 14 7½	3 10 1½	
1904 ... ..	2 9 11	3 0 0½	3 17 9½	2 7 4½	2 16 11½	3 13 10	
1905 ... ..	2 14 0½	3 4 11½	4 3 9	2 11 5	3 1 9½	3 19 8	
1906 ... ..	2 15 11½	3 7 3½	4 5 3½	2 13 2½	3 3 9½	4 1 1½	

Average cost of  
each child's  
education—  
Provisional  
schools.

149. In Provisional schools the average cost per head during the twenty-four years ended 31st December, 1906, was as follows:—

Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
1883 ...	1 18 0	2 8 3½	3 9 9	1895 ...	2 17 6	3 9 9½	4 14 9½
1884 ...	1 19 8½	2 10 5½	3 12 4½	1896 ...	2 13 3½	3 3 3	4 7 2½
1885 ...	2 5 4½	2 17 5	4 2 2½	1897 ...	2 14 10	3 4 6	4 6 6½
1886 ...	2 6 9½	2 16 3½	4 0 0½	1898 ...	2 13 11½	3 8 11½	4 9 3½
1887 ...	2 6 2	2 15 1	3 16 10½	1899 ...	2 18 11½	3 9 7½	4 15 11
1888 ...	2 7 8½	2 16 10½	3 17 4½	1900 ...	3 3 2	3 14 8½	4 17 4½
1889 ...	2 7 1	2 17 10	4 0 7½	1901 ...	3 8 1½	4 1 0½	5 5 5½
1890 ...	2 5 11½	2 15 9	3 19 1½	1902 ...	3 6 2½	3 18 1	4 18 5
1891 ...	2 7 7½	2 16 6	3 18 10½	1903 ...	3 4 11½	3 16 3½	5 1 1½
1892 ...	3 2 7½	3 15 1½	5 4 4½	1904 ...	3 6 3½	3 17 8½	5 2 5½
1893 ...	2 17 4½	3 7 8	4 14 8	1905 ...	3 4 9½	3 15 7½	4 19 2
1894 ...	2 14 5	3 5 3½	4 10 10	1906 ...	3 0 10½	3 10 2½	4 13 7

Average cost of  
each pupil.

150. For all schools—State and Provisional—the total expenditure on primary education, £302,599 16s. 3d., divided by the average daily attendance, 69,771, gives £4 6s. 9d. as the average cost of each pupil in attendance. In 1905 the average cost was £4 6s. 6d.

Average cost  
based on net  
enrolment.

151. The average annual cost of a pupil in a Provisional school exceeded by 8s. 3½d. the cost of the education of a pupil in a State school. For all schools—State and Provisional—the total expenditure on primary education, £302,599 16s. 3d., divided by the net enrolment, 95,415 (Table C), gives £3 3s. 6d. as the average cost of each child who claimed the right of instruction during the year 1906. In 1905, the average cost was £3 1s. 10½d.

Cause of  
increase.

152. This increase is mainly accounted for by the large amount paid to assistant teachers by way of arrears of salary from 1st July, 1906, consequent on their deferred promotions in classification being given to them.

Local  
contributions.

153. The local contributions towards the cost of school buildings—State and Provisional—received during the year was £3,138 17s. 4d.



## TECHNICAL EDUCATION.

154. The work of organizing technical education has been steadily continued, and this branch of education is now on a sounder basis than it has ever been.

155. The differential scheme of endowment which came into operation at the beginning of 1906 is working well, and most of the colleges are already feeling the benefit of the increased endowment. Owing to the more liberal subsidy, the advances made by the Government, the return of better times, and the strenuous efforts and careful management of the council, the Brisbane Technical College is surmounting its difficulties, and its future prospects are hopeful. All the technical colleges are now on a uniform basis; they work to the same syllabus, the students come up for the same examination, and the departmental certificate is the recognized certificate. All the subjects in the syllabus are endowed, and the opportunities for each college to increase its usefulness have thus been widely extended. A revised syllabus will shortly be issued. Suggestions from the various colleges and examiners were invited, and the syllabus was finally revised and completed by a committee consisting of the Inspector of Technical Colleges, the Director of the Brisbane Technical College, the Principal of the South Brisbane Technical College, and the Principal of the Ipswich College. The syllabus has been specially prepared to meet Queensland conditions. Regular and systematic inspection of the colleges is now made, and the Inspector of Technical Colleges confers with the local committees, guides them in their work, and helps them in their difficulties. The Department is gradually being represented on the committees of management, and an effort is being made to appoint at least one head teacher on each committee, so that the Primary schools and the colleges may be brought into touch. The teachers of subsidized subjects must now be approved by the Minister, and only persons of proved competency are appointed. The teaching in the colleges is thus becoming more efficient. As far as possible, trained State school teachers are appointed to take charge of the revisal and elementary classes. Care is also taken that the apparatus and equipment of the approved classes is as satisfactory as possible, and that the instruction is in accordance with the syllabus. Increased accommodation is needed at Brisbane, South Brisbane, Ipswich, Bundaberg, and Rockhampton. A new college has been erected at Warwick. A commodious college is about to be erected at Mount Morgan, and the committee of the Charters Towers College are taking steps to secure a site with a view to the erection of a suitable college. Technical classes have been opened at Croydon, and the opening of classes at Herberton is under consideration. Branch classes have also been opened in connection with certain of the country colleges.

156. It is now a condition of State assistance that new colleges shall be vested in the Secretary for Public Instruction. Existing colleges are being gradually dissociated from Schools of Arts, and are being conducted as separate institutions. The Brisbane and South Brisbane Colleges have been extending their work; the Ipswich College is opening electrical and chemical classes; a mining course, including physics, chemistry, mineralogy, metallurgy, and assaying, has been begun at Rockhampton; the Townsville College has an engineering course in active operation; the Charters Towers College has increased the efficiency of its mechanical engineering course; and the Cairns College has opened classes in geology and mineralogy, which are being well attended. In nine centres classes bearing upon the dairying industry have been established. As opportunities have arisen subjects have been added to the departmental syllabus to provide for the training of engine-drivers, boiler-attendants, french-polishers, upholsterers, milk and cream testers, &c., and the classes are all State endowed. Continued effort is being made to bring the work of the technical colleges into touch with the practical life of the people. These particulars will show that technical education is beginning to assume definite shape and that some true technical work is being undertaken and accomplished. The classes in such subjects as higher mathematics, physics, chemistry, electricity, geology, and mechanical engineering are growing and they are being fairly well attended; technical education in this State is no longer synonymous with music, cookery, shorthand, and typewriting.



Music has been excluded from technical college work, and, though cookery, type-writing, and shorthand are still taught in the colleges, those subjects no longer represent the principal work done. It may be fairly said that a beginning on a sound basis has now been made in regard to technical education, but it cannot be pretended that it is more than a beginning. Time must elapse and much money must be spent before Queensland can hope to attain the high standard of excellence which has been reached by the British, American, and German technical institutes. With our limited means and small population we cannot hope to accomplish in five or ten years that which has taken these countries with their vast wealth and millions of people fully a century to accomplish. We cannot expect to immediately undertake the wide scope of subjects covered by Britain, America, and Germany, and it would be foolish to attempt to do so. But we should always bear fully in mind the resources and actual requirements of Queensland, and shape our system of technical education accordingly. Our mineral and agricultural resources, for instance, are unbounded; there is a wide scope for mine managers, engineers, assayers, and scientific farmers. Our minerals are many and varied, and the proper way of treating many of them has yet to be discovered. Scientific farming is becoming more and more necessary each year. Queensland in these directions at least should train her own managers, engineers, assayers, and experts, and it should not be necessary for our young people to go abroad to complete their education in mining and agriculture; it should be made possible for students to get better instruction in these subjects in Queensland, both theoretical and practical, than they can get elsewhere.

Time required  
to perfect  
schemes.

Object of  
technical  
instruction.

Should be placed  
under State  
control.

157. The need of Legislative action to place technical education under State control and make proper provision for the expansion and development of the system is pressing, and action should not be longer deferred. This branch of education has hitherto been almost entirely under local control, but this form of management has not been successful. If technical education is to flourish as it should do, it is apparent that the State must assume control and provide the necessary funds. Some of the best of the American institutions have been privately endowed, and owe their success to private benefactors; but it is evident that in Queensland we must look to the State and not to private individuals to build up our system of technical education. During the past two years the Department has, as far as its powers extended, been taking the preliminary steps to organize the system on a sound basis, and it has succeeded in a measure in doing so. Expansion and development are now necessary.

State to  
subsidise  
colleges and to  
pay teachers.

158. It is the intention of the Government to place technical colleges upon the same basis as State schools. The effect will be that the State will find four-fifths of the cost of the erection of colleges and equipment, and that the salaries of teachers will be paid by the State. This arrangement should give an impetus to technical education, and Parliament must be prepared to vote largely increased amounts if we are to have a really good system.

159. In administering technical education the Department will be glad to utilize the services of the local committees, and it will expect the active co-operation and assistance of employers.

Monetary help  
to students.

160. In my last report I mentioned that it was the practice of the Mount Morgan Gold Mining Company to encourage each apprentice to attend the local technical college, and that to enable him to do so the company paid him 2s. 6d. per week in addition to his weekly wage. The Commissioner for Railways has followed this praiseworthy example. With a view to encouraging the young apprentices employed in the Railway Workshops, at Ipswich, to attend the local technical college he has consented to pay the fees of those apprentices whose pay does not exceed twenty shillings per week; the committee of the college has also offered special terms to induce the older apprentices to attend. Twenty-two apprentices have availed themselves of these privileges, and they receive special instruction in applied mechanics, geometrical drawing, or inorganic chemistry. These examples might be followed by other employers with profit to themselves, advantage to their employees, and benefit to the colleges.

161. The introduction of a Bill to establish a central technical institute in Brisbane was part of the Government programme for last session, but time did not admit of action being taken. A technical institute for Queensland is a necessity; the institution would absorb the colleges existing in Brisbane, and would act as the centre from which technical education would be administered. The technical colleges throughout the State would be co-ordinated with the central institute. I hope that action will be taken next session. Technical institute.

162. I am anxious to see a satisfactory system of evening continuation classes established in connection with technical colleges. The objects of these classes are threefold:— Objects of continuation classes.

- (1) To enable pupils who have left the elementary schools with an incomplete elementary education to continue and complete such education;
- (2) To assist young people who have completed their elementary education and have entered employment, to obtain guidance and instruction in special subjects bearing upon their occupations; and
- (3) To prepare students for admission to the higher technical classes.

163. The continuation classes would act as a connecting link between the elementary schools and the technical colleges, and would serve a very useful purpose. The fees should be kept as low as possible, and free education in the continuation classes might be given to specially deserving pupils on leaving school.

164. Detailed particulars in regard to the colleges, attendance, subjects, examinations, &c., will be found in the report of the Inspector of Technical Colleges and the appendices thereto.

### SCHOOLS OF ARTS.

165. The aid granted to Schools of Arts was increased from 1st July, 1906, to 10s. for every £1 subscribed. To reading rooms, &c., in connection with shearing sheds and sugar mills the aid granted was raised from 1st July, 1906, to £1 for every £1 subscribed. The total grant payable to any one institution must not exceed £150 for a year, and the total aid to all institutions must not exceed the vote—namely, £3,250. Increased endowment paid.

### SCHOLARSHIPS, BURSARIES, AND EXHIBITIONS.

166. At the annual examination held in December, 1906, 215 boys and 121 girls competed for State scholarships and bursaries to Secondary schools. One hundred and twenty-two Primary schools were represented. Scholarship examination.

167. Scholarships were awarded to twenty-seven boys and nine girls, and bursaries were awarded to six boys and two girls.

168. Two candidates were equal for the ninth place for scholarships for females; and though provision had been made on the Estimates for only nine scholarships for girls, the Government granted the extra scholarship.

169. In addition to these ordinary scholarships, fifty district scholarships were granted—five to each Grammar school. The conditions attached to district scholarships are the same as the conditions relating to ordinary scholarships, except that the winners must attend the Grammar schools nearest to their homes, and the scholarships are not transferable. District scholarships.

170. The quarterly reports from the heads of Grammar schools and other approved Secondary schools on the attendance, conduct, and progress of State scholars continue to be satisfactory, almost without exception. The total number Reports on pupils.



Scholars at approved Secondary schools.

of State scholars attending (1) State Grammar schools and (2) approved Secondary schools during the last quarter of the year 1906 was 116, as tabulated below :—

BOYS.				GIRLS.			
State Grammar Schools.	No.	Approved Secondary Schools.	No.	State Grammar Schools.	No.	Approved Secondary Schools.	No.
Brisbane ... ..	54	Christian Brothers, Gregory Terrace	2	Brisbane ... ..	9	All Hallows Convent	1
Ipswich ... ..	9	St. Joseph's College, Nudgee	10	Ipswich ... ..	19		
Rockhampton ... ..	11	Warwick High School	1	Maryborough ... ..	2		
Maryborough ... ..	9	Christian Brothers' High School, Maryborough	2	Rockhampton ... ..	1		
Townsville ... ..	2	Bundaberg Private Grammar School (Boys)	1				
Toowoomba ... ..	3						
TOTAL ... ..	68	TOTAL ... ..	16	TOTAL ... ..	31	TOTAL ... ..	1

Exhibitions to Universities.

171. The usual examination for exhibitions to Universities, to be awarded to pupils of Secondary schools, was held in November, when twenty candidates presented themselves—5 from St. Joseph's College, Nudgee; 4 from Brisbane Boys' Grammar school; 2 each from the Brisbane Girls' Grammar school, the Ipswich Girls' Grammar school, the Ipswich Boys' Grammar school, and the Maryborough Boys' Grammar school; and one each from the Toowoomba Grammar school, the Maryborough Girls' Grammar school, and the Brisbane High School for Girls.

Successful candidates.

172. The exhibitions were awarded to the candidates whose examination papers showed the highest merit—namely, to Neal William Macrossan, St. Joseph's College, Nudgee; Mabel Alice Ballantine, Ipswich Girls' Grammar school; and Grace McKenzie Hodge, Maryborough Girls' Grammar school.

173. All three had been holders of Grammar school scholarships won from the Brisbane Central (Boys'), Gatton, and Cordalba State schools respectively.

174. Neal William Macrossan, having been elected the Rhodes scholar for 1907, relinquished the exhibition which had been awarded to him.

175. An exhibition was accordingly granted to the candidate first in order of merit amongst the unsuccessful candidates—namely, Harvey Sylvester Walsh, Brisbane Boys' Grammar school. This candidate had previously won a Grammar school scholarship from the Petrie Terrace Boys' school.

176. Miss Ballantine and Mr. Walsh attend the Sydney University, and Miss Hodge has elected to attend the Edinburgh University.

177. Of the 87 exhibitions granted from the year 1878—when they were first established—to 1906, 65 have been gained by students who had previously won scholarships from State schools.

RHODES SCHOLARSHIPS.

Value of scholarship.

178. Provision was made in the will of the late Right Hon. Cecil John Rhodes for the establishment of scholarships at Oxford for students from the colonies and the United States of North America. One scholarship in each year was allotted to Queensland; the prize is of the yearly value of £300, and entitles the holder to attend any college in the University of Oxford for three consecutive academical years. The third scholarship was awarded in 1906, and the successful candidate was Henry Lionel Harvey, of the High school, Southport, and the fourth, for 1907, was awarded to Neal William Macrossan.

GRAMMAR SCHOOLS.

179. There are ten Grammar schools in Queensland—six for boys and four for girls. There are separate schools for boys and for girls at Brisbane, Ipswich, Maryborough, and Rockhampton; and schools for boys at Toowoomba and Townsville. The school for boys at Ipswich, which was opened in 1863; was the first Grammar school established.

Number of Grammar schools.

180. Each Grammar school is governed by a board of seven trustees, appointed by the Government, and of these four are nominated by the Governor in Council, and the others by a majority of the subscribers to the funds. The trustees hold office for three years, and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government, and discipline of the school. All such regulations are subject to the approval of the Governor in Council.

How governed.

181. Endowment to Grammar schools was paid at the rate of £650 per annum each for the financial year 1905-6. From the 1st July, 1906, the endowment was increased to £750 per annum to each school, and, in addition to this amount, provision is made on the Estimates for 1906-7 for the payment of £250 per annum to each Grammar school on account of district scholarships. In consideration of this extra amount, the Grammar schools will provide free education for fifty scholars, who are to be selected from the list of unsuccessful candidates in the ordinary State scholarships examination according to their order of merit, and having regard also to the districts in which they live. These scholarships will be known as district scholarships, and five will be allotted to each Grammar school from 1st January, 1907. Thus, the old rate of endowment—namely, £1,000 per annum—has practically been restored to the schools as from 1st July, 1906.

Increased endowment.

District scholarships.

182. The following table shows the number of scholarship and bursary holders in attendance at the Grammar schools during the first quarter of the year 1907. Of the total number of pupils now in attendance at the Grammar schools about one-fourth are free scholars:—

Scholarship and bursary holders at Grammar schools.

Grammar School.	No. of State Scholars.	No. of District Scholars.	No. of Trustees' and other Scholars, except State and District Scholars.	No. of Bursars.	Total Number.
Brisbane (Boys) ... ..	31	3	19	3	56
" (Girls) ... ..	12	5	4	...	21
Ipswich (Boys) ... ..	2	5	20	1	28
" (Girls) ... ..	3	3	13	4	23
Maryborough (Boys) ... ..	13	3	28	1	45
" (Girls) ... ..	1	5	24	...	30
Rockhampton (Boys) ... ..	12	4	6	2	24
" (Girls) ... ..	4	3	10	1	18
Toowoomba ... ..	3	2	20	4	29
Townsville ... ..	1	3	11	1	16
TOTALS ... ..	82	36	155	17	290

183. The accounts of the various Grammar schools are audited yearly by the State audit inspectors.

184. Report from trustees of Grammar schools will be found in Appendix E to this report.

ORPHANAGES.

185. The report furnished by the Inspector of Orphanages shows that at the end of the year 1906 there were 1,760 children under the control of the State, an increase of 32 for the year.

State Orphans.

186. The expenditure for 1906 amounted to £22,316 5s. 6d., a decrease of £77 1s. on the expenditure for the preceding year.

Expenditure.

Distribution of  
State orphans.

187. The distribution of children is shown in the following table:—

	Inmates.	At Hospital.	Boarded with Foster Mothers.	Boarded with Mothers.	Hired out, Apprenticed, or Adopted.	Total.
Diamantina Orphanage and Receiving Depot ...	9	2	331	40	223	605
St. Vincent's, Nudgee ... ..	296	...	2	30	135	463
Infants' Home, Brisbane ... ..	30	...	...	...	...	30
Rockhampton Orphanage ... ..	10	...	53	...	53	116
Meteor Park (Central Railway) ... ..	238	...	...	...	94	332
Townsville Orphanage ... ..	116	...	...	...	58	174
Home of the Good Shepherd, Ormiston ... ..	18	...	...	...	...	18
Holy Cross Retreat, Wooloowin ... ..	22	...	...	...	...	22
<b>TOTALS</b> ... ..	<b>739</b>	<b>2</b>	<b>386</b>	<b>70</b>	<b>563</b>	<b>1,760</b>

Net cost.

188. The total expenditure is given above, from this should be deducted the maintenance collections £2,053 12s. 3d., leaving a net cost to the State of £20,262 13s. 3d.

### APPENDICES.

Tables (A, B, C, D) of statistics relating to number of schools in operation, number of teachers employed, and attendance of pupils.

Report of Director of Education.

Reports of District Inspectors.

Report of the Inspector of Technical Colleges.

Statistics of Technical Colleges.

Reports from the Trustees of the following State Grammar schools:—

Brisbane (Boys), Brisbane (Girls), Ipswich (Boys), Ipswich (Girls), Maryborough (Boys), Maryborough (Girls), Rockhampton (Boys), Rockhampton (Girls), Toowoomba, and Townsville.

Examination papers given in December, 1906, to candidates for Grammar school scholarships, and to teachers and pupil-teachers.

A. H. BARLOW,

Secretary for Public Instruction.

Brisbane, 9th May, 1907.



# STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW OF PRIMARY SCHOOL OPERATIONS DURING TWENTY SUCCESSIVE YEARS, 1887-1906.

YEAR.	NUMBER OF INSTRUCTORS.				ANNUAL ENROLLMENT.			MEAN QUARTERLY ENROLLMENT.			AVERAGE DAILY ATTENDANCE.						EXPENDITURE.											
	TEACHERS.		PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLLMENT.													
	Mas-tern.	Asis-tants.	Mis-tresses.	Females.								Males.	Fe-males.															
1887 ...	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56-92	53-78	55-44	73-78	68-91	71-47	141,169	0	6	36,924	9	2
1888 ...	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58-04	56-81	57-31	74-37	71-66	73-07	151,890	10	6	24,158	7	8
1889 ...	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57-18	55-95	56-46	73-55	71-25	72-45	157,614	2	4	32,219	4	4
1890 ...	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56-05	55-36	55-72	71-24	69-67	70-84	167,138	17	10	35,430	16	8
1891 ...	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59-19	57-41	58-34	74-69	72-89	73-82	175,875	6	1	28,145	17	3
1892 ...	465	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58-64	52-45	55-26	74-37	66-53	73-36	187,964	4	0	11,225	15	7
1893 ...	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57-36	56-02	55-46	70-94	68-98	70-01	175,478	18	6	11,608	5	3
1894 ...	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,060	59-71	58-93	59-34	74-49	72-58	73-58	166,941	6	10	6,596	1	1
1895 ...	738	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58-81	57-67	58-27	75-39	73-77	74-61	172,984	9	7	13,099	12	4
1896 ...	772	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60-24	59-38	59-83	75-76	74-00	74-92	179,202	0	5	14,232	9	7
1897 ...	797	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63-50	62-20	62-87	77-46	76-16	76-84	199,081	0	6	28,190	18	3
1898 ...	844	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59-48	58-11	58-82	73-69	71-84	72-81	211,800	16	5	19,987	14	2
1899 ...	888	161	323	412	220	343	2,012	53,855	49,689	103,544	43,605	40,395	84,000	33,231	29,902	63,133	61-70	60-18	60-97	76-21	74-11	75-01	220,510	3	0	28,389	10	7
1900 ...	932	168	338	436	296	403	2,217	56,409	51,661	108,070	45,823	42,280	88,103	36,401	32,884	69,285	64-53	63-65	64-11	79-44	77-77	78-64	238,428	18	4	40,228	15	0
1901 ...	972	197	357	468	316	383	2,310	57,087	52,206	109,293	46,744	42,766	89,510	37,166	33,266	70,432	65-10	63-72	64-44	79-51	77-78	78-68	256,244	19	10	33,420	10	10
1902 ...	1008	221	377	509	323	361	2,390	56,521	51,909	108,430	46,533	42,998	89,531	38,059	34,750	72,809	67-33	66-96	67-14	81-79	80-81	81-30	261,317	6	11	9,443	5	7
1903 ...	1023	249	393	539	287	309	2,377	56,906	51,953	108,859	46,952	43,073	90,025	36,689	33,070	69,759	64-47	63-65	64-08	78-14	76-77	77-48	256,324	12	6	9,006	8	3
1904 ...	1049	283	413	577	251	257	2,389	55,746	51,122	106,868	46,466	42,784	89,250	35,972	32,689	68,661	64-53	63-94	64-25	77-41	76-40	76-98	261,582	12	3	14,489	6	0
1905 ...	1063	343	427	622	190	191	2,382	55,496	50,833	106,329	46,255	42,648	88,903	35,985	32,795	68,780	64-84	64-51	64-68	77-79	76-89	77-36	278,972	0	11	14,186	17	1
1906 ...	1089	383	429	629	144	191	2,401	55,244	51,611	106,855	46,081	43,407	89,488	36,100	33,671	69,771	65-34	65-24	65-29	78-34	77-57	77-96	286,629	1	4	24,896	2	3

Note.—Children under six years of age were not admitted between 1st August, 1893, and 13th October, 1895.

WILL. TELFORD, Registrar.

Table B.

## SCHOOLS IN OPERATION, 1906.

	AT THE BEGINNING OF THE YEAR.			SOME TIME DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1905.		Increase in 1906.	1906.		Increase in 1906.	1906.		Increase in 1906.
	1905.	1906.		1905.	1906.		1905.	1906.	
State Schools ...	...	...	...	...	...	...	...	...	...
Provisional Schools ...	...	...	...	...	...	...	...	...	...
Aboriginal and Reformatory Schools	...	...	...	...	...	...	...	...	...
TOTALS	1,031	1,039	8	1,068	1,089	21	1,044	1,055	11

\* Decrease.

WILL TELFORD, Registrar.

Table C.

## GROSS ENROLMENT, NET ENROLMENT, AVERAGE DAILY ATTENDANCE.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE.		
				Gross Enrolment.	Net Enrolment.	Average Daily Attendance.
1897	95,028	85,229	59,748	4,248	3,475	5,432
1898	99,097	88,091	58,296	4,069	3,462	*1,452
1899	103,544	92,120	63,133	4,447	3,429	4,837
1900	108,070	95,310	69,285	4,526	3,190	6,152
1901	109,293	96,891	70,432	1,223	1,581	1,147
1902	108,430	97,131	72,809	†863	240	2,377
1903	108,859	97,306	69,759	429	175	†3,050
1904	106,868	96,229	68,661	†1,991	†1,077	†1,098
1905	106,329	95,995	68,780	†539	†234	119
1906	105,855	95,415	69,771	526	†580	991

\* Decrease; a year of unusual sickness.

† Decrease.

WILL TELFORD, Registrar.

**Table D.**  
**TEACHERS EMPLOYED.**

Classification.	MALES.			FEMALES.		
	Employed at the end of 1906.	Left the Service during 1906.	Promoted during 1906.	Employed at the end of 1906.	Left the Service during 1906.	Promoted during 1906.
<b>CLASS I.—</b>						
Division 1 ... ..	14	0	4	0	0	0
" 2 ... ..	7	0	7	0	0	0
" 3 ... ..	10	0	10	3	0	3
<b>CLASS II.—</b>						
Division 1 ... ..	147	1	35	36	3	13
" 2 ... ..	46	0	40	19	0	19
" 3 ... ..	36	1	34	29	0	28
<b>CLASS III.—</b>						
Division 1 ... ..	238	6	97	308	18	132
" 2 ... ..	91	1	90	114	7	110
" 3 ... ..	152†	7	55	130†	8	43
<b>TOTAL CLASSIFIED TEACHERS</b> ...	741	16	372	639	36	348
<b>UNCLASSIFIED</b> ... ..	18	0	0	19	1	0
<b>TEACHERS IN UNCLASSIFIED STATE SCHOOLS</b>	32	1	14	1	3	0
<b>PUPIL TEACHERS :—</b>						
Class 4 ... ..	54	3	38	65	1	48
" 3 ... ..	28	7	21	36	3	22
" 2 ... ..	17	2	16	19	3	17
" 1 ... ..	16	0	14	19	2	19
" 0 (i.e., on probation) ...	29	4	0	52	8	0
<b>TOTAL PUPIL TEACHERS</b> ...	144	16	89	191	17	106
<b>TOTAL TEACHERS EMPLOYED IN STATE SCHOOLS</b> ... ..	935	33	475	850	57	454
<b>TEACHERS EMPLOYED IN PROVISIONAL SCHOOLS</b> ... ..	217*	22	0	397*	76	0
<b>TEACHERS IN ABORIGINAL AND REFORMATORY SCHOOLS</b> ... ..	1	1	0	2	0	0
<b>TOTAL TEACHERS EMPLOYED ....</b>	1,153§	56	475	1,249	133	454

\* Less classified teachers in Provisional schools.

‡ Including classified teachers (4) in Provisional schools.

† Including classified teachers (2) in Provisional schools.

‡ This number does not include the Itinerant teachers.

WILL. TELFORD, Registrar.



## Appendix A.

## REPORT OF THE DIRECTOR OF EDUCATION.

Department of Public Instruction,

Brisbane, 24th April, 1907.

SIR,—In submitting to you the following as my Annual Report for 1906, I feel, as I have often felt on previous similar occasions, great difficulty as to what should be its substance.

Properly speaking, the report should be an expression to you in compendious form of what I did during the year—of what my share was in helping you to administer the Department. As you are aware, I have been engaged wholly in the Office, and a summary of my daily doings is as hopeless as it would be useless for any practical purpose.

The traditional form that my annual reports have come to assume during the last twenty-five years is a sort of generalization in paragraphs, not always, perhaps seldom, logically connected, intended to set forth what appears to me at the time needful to say and worth saying, regarding not alone the administration and transactions of the Department, but also the educational outlook and tendency in the bearing of these upon school work generally, and especially on the schooling of the children of Queensland.

In trying to write to that end, I have often lost sight of my superior officer directly addressed, and have written, not altogether of purpose and yet not altogether unconsciously, for the member of Parliament, the man in the street, and always with the desire to be helpful to my comrades of the inspectorate and of the teaching staff, as the occasion has seemed to me to serve; and if at this time I am able to write something on similar lines, in a readable way, I shall deem myself fortunately successful.

It is wasteful and needless for me to take up matters that are discussed at length in other parts of the report to which this is an appendix, or to traverse ground that is covered in detail in other appendices, especially the reports of the district inspectors, though it may be possible for me advantageously to treat of the same matters from a different standpoint, with another view, and a more general bearing.

The outstanding statistics of the year are briefly these—at the end of the year 12 more Provisional schools and 1 State school less than at the end of the previous year; an increase in the expenditure for salaries of £7,657; an increase in the expenditure for buildings of over £10,700; an increase of 19 teachers; an increase in the average attendance of pupils to the number of 991; and a diminution of the net enrolment by 580 children.

By way of comment on these facts and figures, it may be said that the growth and expansion of the Department's operations are evidently in the direction of pushing out to lay hold of the children of those who are pioneering—some in mining adventure, but mostly in new settlement on the land. The schools called *Provisional*, by which most of this work of schooling the children of pioneers is done, are now wrongly named: the Provisional school has come to stay. To speak of the Provisional school, meaning by that a temporary or make-shift school—a school here to-day and gone to-morrow, or a school constructed of saplings and bark, or canvas, or flattened-out kerosene tins—is quite erroneous. The Provisional school of the day is a school well built, on respectable specifications, of a size to hold 36 pupils, and well furnished and equipped; and there can now be only a small number less efficiently organized in respect of their material appointments. Such schools belong to the Minister, and the Department has paid four-fifths of the cost of their establishment. Provisional schools are not established unless a roll of 18 prospective pupils is in view, as this has been shown by experience to be the smallest enrolment that will maintain an average attendance of 12; but once a school has been set going, it is not closed unless the attendance falls away to so low an ebb as to make it impossible to find a teacher to stay at the place for the salary payable.

At the present time there are on the list 83 Provisional schools that had an average attendance of 30 or over for 1906. So far as attendance goes, these schools are on a par with State schools in Class VIII. (30 to 40 pupils), or Class VII. (41 to 80), and they should be staffed accordingly. If expenditure is laid out to build residences for teachers at these schools, taking care to avoid such expenditure in places where the population is not likely to be permanent, there would be an outlet for the employment as head teachers of the many married classified assistants now waiting—some of them a long time—for the chance of making a start in their profession as responsible heads of schools. Indeed, some of the schools referred to might be left in the charge of the Provisional teachers who now hold them, or they might be given in charge to other Provisional school teachers of merit, many of the Provisional school teachers being married men of good repute as teachers who have—as have many other Provisional school



teachers not married—passed the examination for admission as teacher of the third class. Provisional school teachers who had received good reports for the teaching and management of their schools, and who had also passed the examination for classification, used to be taken into the State schools and granted standing as classified teachers, as need required, and many of them are waiting in vain for such preferment. The set of the tide is now the other way, and the practice has been begun of sending classified teachers from the State schools to fill vacancies as these arise in Provisional schools. This practice obviates the need for receiving as Provisional school teachers the persons of no experience and little education who were appointed to that work, after a probation of six weeks in a State school and the passing of an elementary examination; it provides Provisional school teachers who may be regarded as reliable from the start; and, not least, it provides for a flow of pupil-teachers into the State schools.

Deserving Provisional school teachers doing good work, who have passed the examination, and whose chance of classification by entry into State school work is very small, as shown above, are likely to be despondent, and perhaps to leave the service, seeing no prospect ahead of bettering their position or of attaining to emoluments and standing sufficient to afford them a decent living; and some way might be devised to admit them to the status and privileges of classified teachers.

The automatic advancement of teachers in classification and emoluments by effluxion of time and good service has the constant tendency to bestow upon teachers, especially in the lower grades of the service, a higher place and better pay than the work deserves, or, at any rate, greater emoluments than the country can reasonably be expected to pay for the amount and kind of service that can be allotted to them. It seems impossible to prevent such an issue. Teachers cannot be expected to devote themselves to the profession of their lives without prospect of advancement, and in greater numbers every year they are pushing forward by earnest and self-denying study to acquire the literary attainments prescribed for further advancement. The inevitable consequence is, that there are now in the service many more teachers of proved capability and attainments than there are good places for them to fill, and it will be more so as time goes on.

The principle of payment for the work done—so much pay for so many pupils taught—has been the rule by which head teachers in State schools have been paid for ten years, and it has worked well, satisfying the teachers, so far as I know, and allowing much more freedom of administration in respect of appointments and transfers of teachers than previously obtained. There is now, however, I believe, a feeling that the jump in emoluments between one class of school and the next—it amounts to £40 a year on the teacher's emoluments—is too big. I know that the idea in mind when the regulation was framed was that things would balance themselves between teachers and Department in the long run, it being just as easy for the teacher to gain that £40 a year as to lose it; but I dare say there have been individual hardships, and I am prepared to see good reason for doubling, say, the number of classes of schools, and thus making the jumps £20 a year instead of £40. The outcome, as the schools now stand, would be a money gain to the Department and a corresponding loss all over to the teachers; but the experiment might allay the feeling I have referred to; and if it should be made and should be continued for ten years, like the present rule, by that time some other man than myself would be wrestling with the problem. The difficulty is most acute in the lower grade schools—Class VII. and Class VIII.—where the teachers' salaries are small. The constant aim of the Department is to restore emoluments to a teacher whose salary has been reduced by the fall of his school in classification; but this is found by experience to be very difficult to do, as the openings suitable are few.

The five paragraphs preceding arose from the thought of the position of the Provisional school teacher, which led me on to show how the whole service hangs together. Returning to the thought of following up the children outside the more thickly peopled districts, we pass the regions where Provisional schools are possible, with their little knots of twelve or more pupils in attendance, and we enter the "back blocks." At the end of the year arrangements were made for appointing two more itinerant teachers, so that now three officers of that kind are at work—one in the South-west, as for the past six years; one in the Central District, working in from Longreach; and one working north and west from Hughenden. The duty of these men is not so much to teach—they have little time for that—but to visit isolated homes, try to arrange for someone—mostly father, mother, elder sister, or the like—to put the children into the way of a little elementary instruction, and to leave school material and advice to that end. Already, to latest available dates, Mr. Walpole (hampered by sickness) has travelled 320 miles, between Adavale and Cunnamulla, visiting 12 families and 30 children. Mr. West, between Longreach and Boulia, has visited 26 families and 70 children; while Mr. Hunter, from Hughenden, by Richmond, to Cloncurry, and back towards Winton, has seen 28 families and 58 children.

In dealing with the schooling of the children of country districts difficulty occurs as the country fills up. The school first built ceases to be central and convenient. Another school is called for and is established, under pressure; then another, and yet another. The intention of the Regulations is, that schools shall be at least 4 miles apart, so that children shall be not farther than 2 miles from



school; but it has occurred again and again that the Department has been urged to place a school half-way between two schools that are the right distance apart; and the people concerned, in their anxiety to get a school against their own door, are too short-sighted to perceive how they are hurting themselves and their children by pressing their member to press the Minister to press the Government to multiply small schools. Apparently those who act in this way credit the Department with the desire and the ability to make the education given efficient even in the smallest schools, and they are content to balance against any want of thoroughness or finish in the school work the convenience enjoyed by having a school of some kind at hand; but they do not know enough to reason further that it is not possible for the country to afford sufficient salary to the teacher of every small school to make it attractive to a strong, wise, and capable teacher, whereas a larger and more numerous attended school would certainly be in charge of such a teacher, with proper assistance and fuller equipment, ensuring better organization and teaching of a more sound, progressive, and modern type than the Department could afford to give in a small school for the money that could be expended on it.

The expedient of collecting children to a central school from an area around that centre by means of local conveyances acquired for that purpose has been before the notice of the Department more than once, but hitherto no one has been able to devise a practicable way of using this method of schooling a country side.

There is no doubt a deal of unpunctual and irregular attendance, but there is not much non-attendance that can be helped or remedied. The diminution in the net enrolment arises from causes that are beyond the control of the Department, and is not in any way connected with the efficiency of its management. It may be explained in various ways, none of which touch the Department's work. It can be shown that the Department has placed schools wherever it has been asked to do so, if the request has been found to be reasonable. With the invaluable assistance of the police as attendance officers, to whom much praise and thanks are due, the mass of information sent in by teachers at the end of each half-year is made usable in the effort to warn or punish parents who have been seriously at fault regarding the attendance of their children at school. It should be mentioned, also, that the knowledge possessed by the police, gained by their patrol duty, is freely placed at the disposal of the itinerant teachers, who find the information of much service in discovering the isolated families which it is their duty to visit.

In speaking of the irregular attendance of children at school, whatever it may amount to, teachers and officers of the Department who have schools on the brain are apt to regard parents as robbers and pirates if they dare to allow their children to be absent from school for any time, however short, and for any purpose, however important; but when I think of the self-denial involved in sending to school growing lads, so useful to their fathers in the development of this new land, with so much to do and so little coming in, and especially the self-denial of many mothers of Queensland with young families and multitudinous household cares, who have to make ready their little ones for school every morning, and to whom the assistance of the elder girl in the home may mean so much, I feel more like ascribing to such fathers and especially such mothers glory, honour, and praise for the self-sacrifice they show in sending their children to school so regularly as they do.

The increase in the number of teachers no more than meets the increase in the attendance. No effort is spared, by review of the monthly returns of attendance, to keep the school staffs in accord with the normal, so that there shall not be supernumerary teachers on the one hand, or fewer teachers on the other hand, than the attendance calls for. Vacancies are filled by the appointment of pupil-teachers; there is no other way to fill them, and that way is very acceptable to many parents who are anxiously looking for work for their children leaving school. The pupil-teacher system of training teachers is now, I believe, generally discredited; but for all that, in a country that contains many more square miles than it contains people, there is much to be said for it that cannot be said for it in thickly peopled districts; and there can be no doubt whatever that it has served our purpose well, bearing in mind what I have already stated—that we have more good teachers (and these are almost all of our own training) than we have good places for. Teaching can only be learned by teaching; and, like most arts, is best learned young. Teaching is no more to be acquired by books and lectures than is chemistry or bricklaying; but when the money is ready and the mandate, there will be no difficulty in formulating schemes to mend or end the present system of training pupil-teachers, and to introduce into our schools adult teachers educated for their profession on the most modern lines. I am very willing to lend my counsel, for what it may be worth, to that end; but, personally, I should not care to be responsible for the result unless a free hand is given me. This matter, to be worked satisfactorily, as well as without unreasonably lavish expenditure, really involves changes that include the correlation of all public educational effort under one directorate—not necessarily one person—myself or another; and the disposing of the pupils leaving our upper classes according as they may need to be provided for in the way of further education—to higher grade schools, continuation schools, technical schools, or secondary



schools. The higher grade school might take pupils who would be benefited by some specialization or extension of what is now the programme of instruction for our fifth and sixth classes, before leaving school to go to work. Continuation schools might be instituted for pupils who desire to extend or finish the education they already possess, of an evening, after they have begun their life work. Technical schools should give instruction bearing directly and practically on the arts severally, and on the theories that underlie these; they should not be half-caste preparatory schools for literary examinations. The secondary schools should lead straight to the university, the professions incidentally, and the highest mental culture that a woman or a man may have means and leisure to pursue. All these schools must be run by the Government, under one directorate, as I said already, with the fullest understanding of means and objects, otherwise there will be waste, confusion, and extravagance.

Somewhere in the arrangements we should find a place for the chosen boys and girls who desire to be teachers, so that their education should run on from the primary school to the secondary school, where they might be kept till they have reached the level of what we understand by the Sydney University Junior Examination, after which they might be taken into our primary schools for two years, so that they might have opportunity of learning how to handle children, and to teach in an apprentice way before being relegated to the training college for teachers, with the university to follow.

Probably no scheme that can be devised will be found to work smoothly without adjustment in various directions after trial; but, by taking great pains and utilizing the best skill obtainable, it may be possible to get to work; and I hope nothing will be done in a pottering, half-hearted way, and nothing that is not an integral part of a great design, although the whole work may not be undertaken at once.

The appearance of increased expenditure for the year is easily accounted for. Back pay, retrenched from teachers during hard times, has been partly restored to them, and much money has been spent on the buildings for repairs and painting that have had to stand over for want of money. So far as I am able to discern, it is not possible to lay against the Department a well-founded charge of avoidable expenditure, and there is no doubt whatever that increased expenditure must accompany and follow any serious attempt to unify the educational work of the State.

In the meantime, as regards the appointment of pupil-teachers, while the lower age limit of fourteen years is fixed, there is no recognized upper limit; and the candidates appointed recently are often two years, and even as much as three or four years, above the minimum age. There does not appear, so far, to be any lack of suitable candidates. All candidates are appointed on probation, but preference is given to the older candidates, especially to those who have been State scholars at a secondary school, and have perhaps passed the Sydney Junior University Examination, with the inducement that, at the annual examination of teachers and others held by the Department at the end of the year of their probationary appointment, they may sit for examination as pupil-teachers of the second class or of the third class, according to age and attainments.

Complaints have come to me that some of these young people are not able to condescend sufficiently, in view of their previous acquirements, to be minutely careful and particularly exact and finished in the study required of them during their pupilage; but that is less the case than a perverted sense, derived probably from stewing over books and living in an atmosphere of examinations, that study and the passing of examinations are all in all, and that they can become teachers by that means alone. They must learn without loss of time that there is before them in the profession they have joined a new study that they must tackle seriously, and that it will take them all their lives to learn. That subject is *CHILD*. Hitherto it has been arithmetic, languages, and the rest of it—how to know these, understand them, explain them; now it must be how to bring all these in turn or together to bear upon the life and wellbeing, the growth and development of the children placed in their charge. The real work is not to learn arithmetic, not even to understand and to be able to explain it, nor yet to pour all this knowledge into Edward and his sister, which some may regard as the highest duty of the teacher, if they could happily reach even thus far; but to try and to keep trying how much they can induce these children to absorb arithmetic of themselves, along with the virtues that the multiplication table and its continuation to the end of the book are calculated, and (in proper hands) can be warranted to foster; and these are neither few nor of little account. Yes, and to do this with the knowledge that will come to them early—that Ned and Lucy, their father's pride and their mother's joy, are often a heart-breaking plague. This lesson is for the young apprentices; to the journeymen it is needless, of course.

There is much good reading in the reports of the district inspectors for the year. I have perused them very carefully, and have taken many notes of their substance. They are the more interesting to me after having read all their reports severally of their visits to individual schools. Inspectors would do well to read one another's reports, by way of correction of the error of the instrument. Each would see then what each made most of; and, so doing, might come to reflect whether he is not magnifying something unduly, or whether he might not with advantage lay more stress upon something he has not



perhaps been giving sufficient attention to. It is very difficult to obtain uniform work, and it is as difficult to get uniform insight into it; but by attrition we might reach fair uniformity of effort and of standard, without objectionable similarity or painful sameness. It is well that circumstances compel changes from time to time among both inspectors and teachers, so that a teacher is not subjected for too long a period to the influence of any one inspector. Teachers also should read the reports of the inspectors carefully, comparing the one with the other, with the reports of their own schools, and with the advice and suggestions and criticisms left with them at the inspector's visit. It should be easy for a teacher to understand that he cannot ordinarily hope to know as much as an inspector, who has probably learned all or almost all that any one teacher has learned, and has, besides, opportunities daily of learning from other teachers equally good.

After reading some twelve hundred reports of schools, and dealing with all the departmental correspondence from teachers and the public that in any wise affects the management of our schools, particularly from their more professional side, I have naturally much more to say about the working of the schools than can be conveniently said in a document of this kind, except in a cursory way, and even then only in chosen patches.

There is a very general agreement that the programme of instruction that has been in operation for over two full years—still spoken of as “the new schedule”—is working well, and should not be meddled with for the present. It is meant to be handled by intelligent teachers who know their business, and by such teachers it is leading to good results. There is evidence that the pupils are being taught and helped to think for themselves, and to think straight. One subject of instruction is being made to help other subjects. A great advance has been made in realistic teaching. Moral virtues are induced and excited by the way as well as by direct tuition. Still, there appears very often in the reports of the inspectors the criticism or complaint that the “mechanical work” is more or less good, while the “intellectual work” is more or less backward, and generally of a lower standard than the other. We must suppose that what the inspectors are looking for is reasonable in the one kind of work as in the other, and that while the one kind of work should not be less good, the other should be better. The intellectual work will improve in proportion as a teacher has mastered his subjects, so that he can explain them to the bottom; has found out what there is in or about the subject of poetry, glamour, or interest to a human being of the age of his pupils; and has made up his mind that so or in some way he shall capture those pupils and help them to seek to know and attain to as much as they can hold of what he knows, making them in the process not only wiser but better, and keeping them eager, contented, and happy.

In the great majority of the schools—in all but a few, it may be said—the government is sufficient for ordinary working conditions, and the routine works smoothly. The discipline is mostly both kind and firm. Occasional cases are reported where it is weak or lax or namby-pamby; but the cases that give trouble in administration are of the opposite character, where the discipline is unduly severe, rigid, or repressive, accompanied by excess of corporal punishment, giving rise to complaints that have to be dealt with, sometimes necessitating formal inquiry; and it is to me a curious thing, the wonder of which never ceases to interest and puzzle me, that the offending teachers in these cases are very frequently women. The days are long gone by, however, when school life consisted mainly of a series of pitched battles between teachers and pupils, with a running fight the rest of the time. Teachers who cannot manage without provoking or permitting insubordinate conduct on the part of their pupils should seek other employment; and pupils who will not do their school duty, under the thousand and one arts of the schoolmaster, should be sent home to their mothers, and thence to a reformatory, if haply that will keep them out of gaol.

During the year the Department lost an old and loyal and capable servant, and I an old and esteemed comrade and friend, by the death of Mr. James Platt, Senior District Inspector, on the 21st of September. All who knew him loved him; and virtually the whole service mourned his loss and joined in sympathy with his bereaved family.

The death of Mr. Platt made it necessary to appoint another district inspector. Accordingly, Mr. William Taylor, a teacher of the first division of the first class, was appointed, and began duty on the 8th February of the current year, taking the place of Mr. Fox in the Northern District, and a general rearrangement of the inspectors' districts was made.

I have, &c.,

D. EWART,

Director of Education.

The Honourable the Secretary for Public Instruction.



## Appendix B.

## REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

New Farm, 28th February, 1907.

SIR,—I have the honour to submit my annual report for the year 1906.

1. **DISTRICT.**—The North-east Moreton District was the one allotted to my charge. It includes portions of Brisbane and suburbs, with the country along the North Coast Railway to North Pine, and the schools in the Pine River basin. It also comprises the schools along the Western Line to Ipswich, and those in the Upper Brisbane Valley from near Ipswich to the township of Moore.

2. **SCHOOLS.**—In this area elementary education is provided for in 55 State and 29 Provisional schools. There are also in the district 8 schools, not under the Department, that are subject to inspection. In consequence of the lamented death of Mr. James Platt, 2 State and 3 Provisional schools in the South-east Moreton District were examined by me, as were also the Reformatory schools at Clayfield, Nudgee, and Riverview. In all, 57 State, 32 Provisional, 8 non-State, and 3 Reformatory schools were examined, a total of 100 schools. Twenty-seven State schools were visited a second time. A few applications for the establishment of Provisional schools were received from the rich farming district to the north of Esk, lately placed in direct communication with Brisbane by the extension of the Brisbane Valley Railway Line. In this area a Provisional school was opened at Colinton. Increased settlement near Mount Mee, at the head of the North Pine River, led to the opening of a Provisional school at Mount Pleasant. The establishment of a school at Mount Stradbroke, near Glamorgan Vale, has been approved, and inquiries have been made as to the need for Provisional schools at Rathdownie and Tylerville, near Palen Creek.

3. **ATTENDANCE AND STAFFS.**—In the schools examined there were 13,454 enrolled pupils, of whom 11,680 were present at inspection. Of the whole enrolment, 21.1 per cent were in the fifth and sixth classes, 35.6 per cent. in the middle divisions, and 43.3 per cent. in the two lowest classes. The classification is almost normal in respect of age, and is satisfactory evidence that a steady flow of promotion is maintained. The 57 State schools, with an enrolment of 10,973 and an average attendance of 9,189.2, have a staff of 225 adult teachers and 47 pupil-teachers. Of the 225 adults, 5 are of first-class rank, 31 of second class, 186 of third class, and 3 are unclassified. The proportion of pupil-teachers to adults, about 1 in 5, is evidence of the strength of the staffs, and has been a very important factor in the successful working of the new schedules. The average daily number of pupils taught by each State school teacher is 33.8, but the average charge of each teacher at inspection was 35.5. The 32 Provisional schools had an enrolment of 867, and an average attendance of 687.4. These schools are taught by 33 teachers, of whom 1 is an assistant; 5 are males and 28 females. About one-third of the Provisional school teachers have had some training and experience in teaching, either in schools in the British Islands or in non-State schools in Queensland. The average daily number taught by each teacher of this class is 20.8, and this agrees very closely with the number taught on the day of inspection.

The quality of the attendance, as judged by the number attending 80 per cent. of school openings, or four whole days out of five each week, is 69 per cent.—9,283 out of 13,454 enrolled. This is an improvement of 7.5 per cent. on the attendance for 1905, when sickness was very prevalent among children. There is, however, much complaint by teachers of irregular attendance, of pupils being sent to work immediately on reaching the age of twelve years, and of inquiries by parents as to whether their children have made the number of attendances required by the law for the current half-year. This inquiry is not made with a view to more regular attendance. The complaints of the teaching staff are evidently not wholly justified, for the average attendance rose from 73.9 per cent. in 1905 to 83.4 in 1906.

4. **BUILDINGS AND EQUIPMENT.**—Of the 57 State schools, 29 are reported as in full repair and completely equipped, in the remainder the requirements are mainly minor repairs to fences or additional maps or black-boards. Six schools are reported as requiring to be painted externally. As a rule, our schools are well equipped in all respects; but when a head teacher is transferred he generally misses some little item of equipment employed at his former school, and this is usually set down as a requirement on the general return. The supply of cabinets, to store material for the illustration of science, nature study, and conversational lessons, has done much to free presses and tables from the litter of dusty and ill-arranged specimens. Far more is now being done than formerly in the construction of hand-made maps, charts, diagrams, and table sheets. One school has a most valuable encyclopædia in about forty volumes, dealing with such subjects as astronomy, athletics, botany, geography, geology, zoology, &c. This has been constructed of articles cut from the various British and American magazines, each article is complete in itself, and for each subject a paste-board case has been made which will hold 100 articles. There are, therefore, about 4,000 well written and well illustrated selections from which senior pupils may supplement the information given in science, reading, or geography lessons. They are fully appreciated by the children, who have greatly improved in powers of expression and of comprehension.

5. **BEAUTIFYING THE SCHOOL GROUNDS AND SCHOOL INTERIOR.**—One of the most pleasing features of the year's work has been the increasing energy shown in beautifying the school grounds. Trees have been planted and gardens formed, often in the face of considerable difficulties. Many Provisional schools have now shady trees that are appreciated during the hot weather, and flower borders that supply material for Nature Study lessons. Where the grounds are unfenced, or the fences are not cattle-proof, plants are grown in flower-pots on the verandas. It is now common to find pupils working in the school gardens, before or after school hours, or helping to clear the grounds of sida, burr, lantana, or other noxious weeds. Besides giving instruction in budding, grafting, and experimental cultivation, a few



teachers have given lessons in cream-testing. One has made himself quite useful among the neighbouring farmers in simple veterinary operations. In beautifying the interior of the school, we might take a lesson from South Australia, where part of the school fund is devoted to the purchase of good prints and copies of famous pictures. Wall brackets and flower stands are in use in their schools, and monitors are appointed to receive the flowers brought each morning, and place them to advantage in vases and bowls. Head teachers might copy with advantage the following means taken to cultivate a love of the beautiful. In one of our suburban schools the teacher has a well-stocked bush-house. In it are many epiphytcal orchids and ferns, suspended from bark or wood by wires. When the orchids are in bloom, or the ferns in good foliage, they are placed on the school veranda, and are much admired by the scholars. In another school, the native plants in bloom in the neighbourhood are brought in from time to time by the pupils, and are shown on a stand, on which are placed vases, &c., containing water.

6. INSTRUCTION.—There is much that is hopeful in the quality of the teaching given in our schools. Teachers continue to enrol themselves in Saturday and evening classes, at the various technical colleges, in order to qualify and equip themselves for the new subjects, and for the more intelligent treatment of subjects which have always had a place on the curriculum. The Brisbane teachers have formed a Field Naturalists' Club, and their Saturday afternoons and the shorter holidays are devoted to excursions, when, under competent instructors, they supplement the theoretical teaching of the classes by practical work in the field. After each outing they hold an evening meeting, when specimens are exhibited, short lectures are given, and questions are asked and answered. A programme of excursions is printed each year with the dates of the evening meetings.

The Brisbane Central Boys' School has for many years past acted as a kind of training school for boys intended for commercial pursuits. Its 500 boys in the fifth and sixth classes are material of which any State may well be proud; and the teaching, while following the course laid down by the Department, has given a most useful business training. The boys write a fluent and legible hand, they are quick and accurate in commercial arithmetic, and they compose a good business letter. They can measure accurately, and draw plans to scale, and they usually address a letter suitably, a rare ability in many of our best taught State schools. For boys whose parents are unable to send them to a Grammar school, this school provides an extra-sixth class, from which boys are constantly drafted into banks and commercial houses.

The English schedule, or teaching of the mother tongue, as it is termed in various countries, forms the main portion of our school work. It embraces reading, writing, spelling, recitation, grammatical study of the language, and an intelligent appreciation of the matter read. If in reply to oral questions the pupils are found to answer in single words or detached phrases, if they show no fluency of speech, no ability to clothe their thoughts in words, they may acquit themselves well in the mechanical branches of the English schedule, but they will invariably fail in all its intellectual divisions. One of the most important factors in the teaching of English is the speech of the teacher himself. Improvement in this respect is evident, but faulty vowel sounds, provincialisms, and doubtful sentences are occasionally heard. The following were noted in a lesson by a very bright and otherwise promising young teacher:—"When the seed is ripe you *do* put it in the ground." "When *will* I pull up the plant?" The Queensland School Paper maintains its popularity in our schools, and its use in conjunction with the Royal Readers is broadening the information of children. Its lessons on Queensland plants, animals, and industries are advertising the resources of the State, and giving a keener interest in the rich heritage with which we are endowed. Oral spelling is becoming increasingly accurate, and lessons on word building, the teaching of rules of spelling, and the correlation of spelling and derivation have done much towards this improvement. No special style of handwriting has been made official, but the tendency is towards copy-books which unite clearness and simplicity of script with ease and fluency of execution. Composition continues steadily to improve. Written exercises are now much more varied, and suitable local themes are chosen. Besides the usual social and business communications, the following have been noted among home exercises:—Letters describing local buildings as the town hall, post office, railway station, fire brigade station, &c.; on school games; on the cultivation of local crops; describing well known fruit and forest trees; on local manufactures; and on the life histories of animals and plants supposed to be told by themselves.

Under the head of Mathematics, tables are usually well known, but the use of the rule, the scales, and the measuring tape is not as general as is desired. In the country the post and rail fence, with eight panels to the chain, can be made the unit of calculation in the measurement of school paddocks and small enclosed areas. In looking through my notebooks such entries as—"The problems in arithmetic have a very narrow range"; "Arithmetic depends more on formulæ than principles"; "The arithmetical work is slow and inaccurate"; "The exercises in slate arithmetic have little reference to local industries"—occur only too frequently. Next to intelligent treatment of the subject, the main source of sound arithmetic is good discipline. If pupils are not reliable, if they depend for assistance on their classmates, or if they are not ashamed to copy, the teaching will be undermined, and progress will be confined to the brilliant few.

Great improvement has been noted in teaching the subjects grouped under "Nature Knowledge." Sand trays, relief maps of the school district, and local maps obtained from the Lands Department are now found in most schools. Historical tales are commonly correlated with the teaching of geography, and the routes of steamers, belonging to the large shipping companies, can usually be indicated on a map of the globe. The source and place of production of the more common exports are better known, and trade terms can be fairly explained. The newspaper articles under "Trade and Money" are studied daily in the city schools, but do not receive the attention they deserve in farming districts. In this branch arithmetic and nature knowledge can be correlated. Lessons on natural history have been made most useful at Bulwer, Fernvale, Mount Beppo, Newmarket, North Pine, Seventeen-mile Rocks, and Upper North Pine. In these schools, and especially at Mount Beppo, where the children are mainly of foreign descent, it has given pupils a love for their school work, and an interest in the country and in Nature generally, which will make life on the farm less irksome and monotonous.

The section of our school work headed "Civics and Morals" is confined to selected tales from British and foreign history, and to moral lessons on such subjects as truth, honesty, love of parents, love of country, &c. The selection of historical tales might be greatly improved, and their conjunction with moral lessons should be much more frequent. An interesting story from history makes a very good introduction to a first lesson on the geography of a country or continent, and this correlation is frequently met with.

Drawing is steadily improving in all branches, and in an increasing number of schools the full schedule is taught. The correlation of brush drawing and Nature Study has only been observed in a few of the best taught town schools.

In city and suburban staffs there are usually musical members in sufficient numbers to teach the schedule requirements. In a few schools, teachers not on the staff are paid at the expense of the school fund. Some of the country schools are taught by musical enthusiasts, whose pupils receive valuable musical training, but in most of the smaller State and Provisional schools little is attempted beyond the singing of school songs.

7. REVIEW.—In 55 out of 57 State schools the standard of general intelligence was at least "fair," and in 53 the government secured suitable conditions for efficient teaching. In 25 of the 32 Provisional schools the teaching is fairly efficient and intelligent, and in 30 the teachers are able to control and train their pupils. Among the 305 teachers of all grades, by far the greater number are deeply interested in the work of their school or class, and have the welfare of their pupils fully at heart. Much more time is now spent on the preparation of lessons, and head teachers have usually a rough projection of lessons to show for the current half-year. This gives their assistants time to prepare fully the music, science, history, and geography lessons, and leaves no valid excuse for neglect. The selection of lessons is not always judicious. In a small State school, where very good teaching is the rule, lessons on coal, chalk, silver, slate, salt, &c., had been given in a purely dairying district, where no mines existed. In a small school near the sea, where there are special facilities for the study of marine plants and animals, these have been passed over in favour of old-fashioned, dry-as-dust object lessons, mostly without objects. In three Provisional schools the teaching is wholly on old lines. The teachers of these schools were met with for the first time this year; two of them had no knowledge of the current schedules as published in the *Education Office Gazette* of November, 1904. Some of the least efficient assistants are those who have spent pretty well their whole school course as pupil, pupil-teacher, and assistant in the one school; a few of the most feeble in governing power and teaching skill are of this class.

8. SCHOLARSHIPS.—Of 27 Grammar school scholarships annually granted to boys by the Department, 10 were won by pupils from schools in this district—Brisbane Central Boys' (5), New Farm (2), Eagle Junction, Enoggera, and Ipswich Central Boys'. Of 10 granted to girls, 3 were won by scholars of the Indooroopilly, Ipswich Central Girls', and New Farm schools. Four district scholarships out of 10 were won by pupils from the Brisbane Central Boys', Brisbane Central Girls' (2), and New Farm schools.

9. RECORDS.—It is with regret that I again draw attention to minor neglects in the keeping of records. These books were incompletely posted in 7 State and 4 Provisional schools. The chief neglect was in marking the class roll at a time later than that laid down by regulation. In other cases the work-book was not posted, and the teaching was being carried on without system or preparation.

I am, &c.,

JOHN SHIRLEY, B.Sc., District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## REPORT OF MR. DISTRICT INSPECTOR ROSS.

Brisbane, February, 1907.

SIR,—I have the honour to submit my general report for the year 1906:—

DISTRICT.—The West Moreton District, assigned to me at the beginning of 1905, remained much the same at the close of 1906. In addition to some schools in Brisbane, and some in and around Ipswich, it includes those along the main line from Ipswich to Grantham, those along the Dugandan Branch Line, and those in the neighbourhood of Boonah.

The work of inspection began on the 26th February and closed on the 11th December. The remaining portions of the year, with the exception of three weeks' leave of absence and a fortnight's sick leave, were taken up with other inspectorial duties.

The schools in operation during the year were—58 State, 38 Provisional, and 5 private schools. The whole of these 101 schools, together with 4 in the South East Moreton District, were inspected, and 37 of them received a second inspection. Ipswich Technical College was also inspected. Applications for the establishment of Provisional schools at Long Gully, near Grandchester, River Mead, near Gatton, Hazeldean, near Forest Hill, Seven-mile Swamp, near Glenore Grove, and at Woollooman, near Milbong, were dealt with. At the three former places the educational needs were found to be adequately provided for by existing schools, at the two latter, schools were recommended and afterwards approved by the Minister. Three new schools came into operation during the year—the Glenore Grove State, and the Fassifern Valley and Mount Tarampa Provisional schools. The Provisional school building at Maryvale, closed for some time, was removed to a site near Franklyn Vale Station, and is now known as the Franklyn Vale Provisional School. The accommodation at Amberley and Forest Hill State schools is fully taxed, but, in the district at large, there is a sufficiency of school places to meet all local requirements. Much has been done during the year in painting the buildings, and in effecting necessary repairs, and work, in this direction, is still proceeding. Occasionally it is still necessary to draw attention to the tumbled appearance of the book-press, and to the school table, which is frequently littered with material that should be stored away. With these exceptions, the school rooms are generally clean and tidy in appearance. In comparatively few places, however, are any efforts made to give a bright, cheerful, home-like effect to the school walls, by a display of pictures or charts pleasing to the eye, and at the same time educative. The Leichhardt Street Girls', and the Milford State schools, and the Limestone Ridges Provisional school, afford most gratifying evidence of the interest taken in their schools in this direction by the teachers in charge.

Where the soil is suitable, and the ground is fenced off, attempts are generally made to cultivate flowering plants. Vegetable gardens cultivated by the teachers are now more frequently met with. The best of its kind is at Laidley North. Part of this is cultivated by the older pupils. The teacher supplies the tools and the seed, and the pupils are allowed to dispose of, or take home, the fruit of their labours. The prizes to be given by the Department for the best-kept grounds, and the assistance to be afforded in providing implements, seeds, and plants, through the Department of Agriculture, should give a great impetus to garden cultivation. The arrangements made for a school section at the Annual Exhibition of the National Agricultural and Industrial Exhibition, in Brisbane, in which will be shown specimens of the kind of work done in the Departmental schools, should promote a healthy, keen spirit of emulation, and in its reflex action, should tend to great improvement in school work generally.

The following tables indicate the numerical strength of the teaching staff, and the classification of the teachers:—

NUMERICAL STRENGTH OF THE TEACHING STAFF.

SCHOOLS.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.	
	Males.	Females.	Males.	Females.	Males.	Females.
State Schools ... ..	54	4	26	67	13	16
Provisional Schools ... ..	14	24	...	...	...	...

CLASSIFICATION OF TEACHERS.

HEAD TEACHERS.				ASSISTANT TEACHERS.			PUPIL-TEACHERS.				
Class I.	Class II.	Class III.	Unclassified.	Class II.	Class III.	Unclassified.	Class IV.	Class III.	Class II.	Class I.	On Probation.
1	20	34	3	4	87	2	17	3	4	1	4

The three unclassified head teachers are in charge of the unclassified schools at Alfred, Burnside, and Hillgrove. All teachers of Provisional schools are unclassified. The average daily attendance of pupils to one teacher, exclusive of pupil-teachers on probation, is in State schools 34. The corresponding average for Provisional schools is 22. The strength of the staff is, therefore, fully equal to the requirements.



Complaints against head teachers were made from three schools. Two of these were of a more or less frivolous character, and the other was a case of zeal outrunning discretion. Generally the relations between head teachers, the committees, and parents, are of a friendly and helpful character. With much diversity of culture and professional skill, the head teachers of this district carry on their school work for the most part with commendable industry, and often with very marked success. It is very seldom that adverse reports have to be made in regard to the zeal and industry of the assistant teachers. With very few exceptions, they do their duty honestly, loyally, and efficiently. Many of them are quite competent to take charge of schools. The pupil-teachers are generally favourably reported on by the head teachers of the schools in which they are employed. Much good would accrue to both classes of the subordinates, especially in the larger schools, if the head teachers would more frequently get them together and discuss with them the best methods of carrying on school work in all its branches. The staffs would thus have the benefit of their higher attainments and wider experience, to a greater extent than they have at present.

The average attendance for the month preceding inspections in State schools was 84.1 per cent. of the enrolment, and in Provisional schools it was 78.8 per cent., being an increase of 3.1 per cent. in State, and 2.3 per cent. in Provisional schools. With the means the Department has at present of compelling attendance, and the early age at which pupils may be withdrawn from school, there is little probability of much further improvement.

Perhaps the most marked improvement in the working of the schools during recent years is in the character of the discipline. The pupils are generally reported as orderly, quiet, and well behaved, and not unfrequently their steady, self-reliant application, and respectful bearing, call for favourable comment. The atmosphere of the school is usually bracing, and work proceeds with a cheerful hum. Undue severity and repression are things of the past. It will readily be supposed that these characteristics are much more marked in some schools than in others, just as the dispositions, bearing, and ideals of the teachers vary, but in no school does the discipline fall below fair; in the greater number it varies from very fair to very good, and in a few it is excellent.

At the date of inspection the enrolment in State schools was 7,215, of which 81.4 per cent. were present, and in Provisional schools it was 1,056, with 81.8 per cent. present for inspection. The following table shows the percentage of enrolment in each class:—

SCHOOLS.	CLASS.					
	VI.	V.	IV.	III.	II.	I.
State schools ... ..	3.5	10.6	16.6	19.5	20.1	29.7
Provisional schools ... ..	...	6.7	14.6	17.2	26.0	35.5

Substantially the percentages in each class vary little from those of the previous year, nor does it appear at all likely that they will vary much until the number of days pupils must attend each half-year is materially increased, and the age limit is raised from twelve to thirteen or fourteen years of age.

The classification is now on much more sensible lines than in former years. There is less sub-division and consequently greater concentration of the teaching power. The distribution of the staff seldom calls for adverse criticism in the larger schools, but in schools of the seventh class, in which the head teacher has a pupil-teacher to assist him, it is often found that the lower section of the school is practically left altogether to the subordinate, the head teacher confining himself to the two or three higher classes, instead of getting, as he should do, into daily contact, in some lesson or other, with every class in the school.

INSTRUCTION.—Reading has undoubtedly gained by the change of schedule in the two lower classes. There is less defective enunciation, articulation, and slurring, and intelligent expression is now more frequently met with, even amongst the younger children. In the higher classes there is little, if any, improvement to report. Under the former syllabus reading had more time given to it in the higher classes, and had reached a fairly high standard wherever the importance of the subject was realized. Reading lessons given during inspections have not unfrequently been such only in name. Prosy explanations, oral composition, interspersed with questions on grammar have swamped the time that should have been given to practice in reading. Answering in complete sentences is now the rule rather than the exception. In the higher classes, however, pupils can rarely be got, even in matters of fact, to commit themselves to any but the briefest statements. Written composition is generally very satisfactory, though occasionally it is marred by incorrect spelling. Oral spelling of words from the reading books is generally correct, but passages dictated are seldom without some errors in spelling.

Notable events reported in the newspapers receive attention and create intelligent interest in the outside world, as is evidenced by the eagerness of the pupils to answer questions addressed to them on these matters.

Grammar, the requirements in which have been much curtailed, is now satisfactorily taught. Derivation receives little attention of any practical value. Prefixes, affixes, and roots are fairly well memorised, but how from these elements words are built up the pupils have, very generally, no knowledge. In the two lower classes the teaching of arithmetic continues to yield highly satisfactory results. Ideas of abstract numbers are conveyed to the minds of the young pupils through concrete objects. With young and inexperienced teachers there is a tendency to hurry over the first stage. They are great believers in *sums*, and appear to be more content when they get to actual figures and can set a sum on the blackboard. Any haste at this stage is to be deprecated. The freest use should be made of counters and the ball-frame in counting, addition, and subtraction of numbers up to ten. If this be

well done the alate work will progress more expeditiously. Mechanical operations, in the third and fourth classes, are usually correct, but in problems or work necessitating an intelligent conception of a rule, they are supposed to have been taught, or that makes any demand on independent effort, there is little or no advance to report. What is said here might equally apply to the higher classes. In lessons heard during inspections the teaching was often very intelligent, and the teachers very earnest in their work, but the method of conducting the lessons was frequently wrong—too much *talking* on the part of the teacher and too little thinking on the part of the pupils. If the inductive method were adopted, and plenty of practice in carefully selected exercises were afforded, with frequent and judicious revision of past work, progress would be less disappointing to all concerned. Tables are now rationally taught and are generally satisfactory, but greater speed in solving, mentally, easy little problems is very desirable. The Nature Knowledge lessons on plant and insect life are generally popular with the younger children, as also are the picture talks, in the larger schools especially, where the sympathy of numbers is operative, and a good teacher is usually in charge of them. In these schools free expression is encouraged with quite pleasurable success. Though in the smaller schools the lessons are more or less perfunctory, the teachers have the same end in view—the cultivating of the observing and perceptive faculties—and the work done is a decided advance on what obtained formerly. In the third and fourth classes the lessons appear to be largely confined to roots, stems, leaves, &c. I have listened with pleasure to many of these lessons, notably to one given by the female assistant in the Kelvin Grove Boys' School; but I think there is a very real danger of them becoming a twice-told tale through both teachers and pupils losing their interest in them. Some degree of vitality and interest might be retained by alternating with them lessons chosen from the wider field—objects of common use, &c., Schedule XIV. The Nature Studies of the two higher classes have been by most teachers narrowed down to the sciences of botany, physiology, geology, and agriculture. The best of the work has usually been found in agriculture; it is freer from technicalities, and can be taught experimentally in all farming districts, such as West Moreton. But in teaching this subject, there is a danger of too much specialization. The chemical constituents of soil, and the respective merits of different breeds of cattle, is the proper work not of the Primary school, but of the Agricultural College, at Gatton. An easy course in physical science, treated experimentally, would do much more to stimulate inquiry and create a love of science than the first three named above.

In the earlier stages some very good work is being done in geography. The physical features of the locality in which the school is placed are first studied, and, as far as possible, geographical terms are explained and illustrated by the surface features of the locality. The relative position of objects is pointed out and marked on the map of the locality drawn either in the sand tray or on the board, thus giving the young pupils an intelligent conception of cartography or map-drawing. In the later stages the subject is not so intelligently treated. The knowledge of the older pupils is frequently very fragmentary, and disconnected—mostly memory work. It is seldom that intelligent comparisons can be made between two countries or continents in reference to area, relief, drainage, &c. Map-drawing and oral teaching do not keep pace with each other as they should do. To those teachers who are desirous of lifting the study of geography on to a higher plane than it now occupies, Meiklejohn's geography on the comparative method would prove interesting. History is now much more popular, both with teachers and pupils than formerly, and much better work is being done. The requirements in the subject are much more clearly defined—"Stories from English History." Children naturally love stories when well told, and if the teachers feel unequal to the task of preparing them, there are many suitable publications of stories from English History procurable at a comparatively trifling cost.

Drill that had begun to languish in some schools has had new life infused into it by the extension of the Cadet movement. In all the large schools it is well taught, but in a few of the smaller State, and in most of the Provisional schools, little of any value, physical or otherwise, is attempted. Many of the teachers in this district are unable to teach music, and others of them quite competent, without in any way relaxing their efforts, complain that the requirements are discouragingly too high.

I am, &c.,

R. NEWCOMBE ROSS, District Inspector.

The Under Secretary, Department of Public Instruction.



## REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, January, 1907.

SIR,—I have the honour to submit the following General Report for the year 1906:—

## DISTRICT.

The "Brisbane and Gympie" District was again assigned to me. It included, as in the previous year, a few schools in or near Brisbane, the schools in the neighbourhood of Woodford and Hopetoun, and those from Caboolture to Gympie.

The total number of schools in operation was 92—viz., 29 State, 57 Provisional, and 6 Denominational.

The whole of the foregoing were inspected and reported on, 9 of them received second inspections, and several incidental visits were made. Consequent on the death of my old friend and colleague, Mr. Jas. Platt, Senior District Inspector, four schools in the South-East Moreton—his late district—were temporarily placed on my list, and were also inspected by me.

The pupils present at first inspections numbered 7,654, and at second inspections 406, or in all 8,060. Of these, 1,213 were presented by Denominational schools, which are not again referred to in this report, the statistics and remarks hereinafter appearing applying to State and Provisional schools only.

Included in the work of the year were the holding of five inquiries in connection with change of school sites, re-opening schools that had been closed, or establishing new schools; conducting a Departmental inquiry and two Public Service inquiries into charges against teachers; supervising two Commonwealth Public Service examinations; and drafting a set of examination papers for Departmental use. Presiding over the annual general examination in Gympie, and valuing examinees' worked papers, brought the year's labours to a close.

## MATERIAL ORGANIZATION.

There has been no addition to the number of State schools during the year, but one is now being built at Hopetoun to take the place of the Provisional school there, and a similar course might advantageously be followed at Pomona, Landsborough, and Kenilworth.

Among Provisional schools there are several changes to report. New schools were opened at Cedar Pocket, Glass Mountains, and Eagleby (the last-named being in the South-East Moreton District, and only temporarily placed on my list). The Durundur school was removed to a more central position; and a new school building, on a slightly different site, is about to be erected at Cooran. Applications for the establishment of new schools have been approved of at Bluff Mountain and Six-mile Creek. On account of insufficient attendance, the school at Imbil was closed for the whole of the year, and that at Widgee was also closed for some months; but the latter was reopened in October, and a recent application for re-opening the former has been favourably reported on. The names of the Pinbarren and Traveston schools have been changed to Pomona and Skyring's Creek respectively.

The accommodation is generally sufficient. Additions to the State schools at Nambour and Woombye have lessened the evil of overcrowding formerly existing there, and the Provisional school at Palmwoods has been lengthened by 12 feet, but at Pomona and Highworth the lack of space still adds considerably to the difficulties of the teachers' work. Among improvements noted since the previous inspection may be mentioned the addition of fine back verandas to the State school at Jones Hill and the Provisional schools at Kenilworth and Traveston Siding; ceiling the Provisional school at Teutoburg; re-roofing the State school buildings at Gympie (Two-mile), iron being substituted for shingles; and improved lavatory arrangements at Monkland, where also extensive improvements to the grounds were in contemplation at the time of my visit.

Most of the buildings are in a satisfactory state of repair. Several of them have been re-painted, and many minor improvements have been made. At Wararba and Bollier, however, the Provisional school buildings are in such a bad condition that new ones will soon be imperatively necessary.

In connection with the grounds there is not much that is new to be said. Those at Yandina and Highworth have been fenced; and all the State school, and about three-quarters of the Provisional school grounds are now enclosed. At Woombye, a portion of ground has been enclosed with wire netting and planted with fruit and vegetables, on which the effects of different fertilisers are being systematically tried and noted, the work being carried out under the able direction of the head teacher by a number of selected pupils, who appear to take a great interest in the matter. The teacher's garden at Eumundi is a model of care and taste; at Chatsworth the grounds are very well kept, and a beginning has been made in experimental agriculture; a beginning in the latter direction has also been made at Caboolture North; while at Teutoburg the teacher, though only two months in charge at the time of my visit, had already made a very marked improvement in the surroundings.

As regards supply of material and apparatus, it is pleasing to be able to state that in about three-fourths of the Provisional schools noted in my last report as insufficiently provided with blackboards, the deficiency has now been rectified.

## INTERNAL ORGANIZATION.

STAFFS.—The schools of this district are on the whole very well staffed. In each of the large Provisional schools at Hopetoun and Pomona two teachers are employed, and several of the State school staffs have been strengthened.



Omitting those only temporarily placed on my list, the State schools employed 29 head teachers, 92 assistant teachers, and 24 pupil-teachers. Included among the 29 head teachers were 4 in Class I., 12 in Class II., and 13 in Class III., there being no change in their status, and only one in their *personnel*, since the preceding year. As might perhaps be expected, most of the assistant teachers belonged to Class III., only 10 having attained to the status of Class II., while one—the wife of a head teacher—was unclassified. Fifty-one of the 92 assistants, and 17 of the 24 pupil-teachers, were females.

Of the 59 Provisional school teachers, no fewer than 44, equal to about 75 per cent. of the whole, were females, and only 3 had passed the examination for Class III.

With very few exceptions, the head teachers of the State schools are well qualified for their positions; considerable diversity exists in their professional qualifications, but there is little difference in the degree of earnest, zealous, and painstaking effort which they display in the discharge of their duties. Most of the assistants are giving at least fair satisfaction, and many indeed are doing highly praiseworthy work, though there are some few—but only a few—who appear to have slight ambition to improve, and seem satisfied as long as they can escape direct censure. Among the pupil-teachers there is much very promising material, several are particularly able and helpful, and I met with only one instance of decided incapacity. I am of opinion, however, that more might be done to attract to the Service boys and girls who have received some measure of secondary education; the present system, which requires candidates for appointment as pupil-teachers to be nominated by the head teacher of a State school, places at a positive disadvantage those boys and girls who, either by gaining a scholarship or otherwise, have passed to a Grammar or other secondary school instead of continuing at a State school; and, in this connection, I beg to repeat the following extract from my report on the Metropolitan District for the year 1900:—"The amount of desirable material for pupil-teachers might, I think, be augmented by keeping a register of children who, having gained a scholarship at a State school, and passed creditably through the Grammar or other school which they elected to attend, signify their wish to enter the service of the Department; those whose names appear on this list could then be appointed as desired, the necessity of first obtaining a nomination from the head teacher of a State school being dispensed with in their case, but their appointment being subject, of course, to the usual condition of being terminated should they fail on actual trial to show fitness for the duties of their position." It is probable that the plan of "District Scholarships," lately adopted, could without much difficulty be so modified as to provide for a number of selected State school pupils passing regularly to a secondary school, and, after two or three years in the latter, joining the ranks of the pupil-teachers.

In the case of the more resourceful and intelligent Provisional school teachers, the greater freedom permitted and more intellectual treatment demanded by the present Syllabus have been productive of good results, but to the less apt they have undoubtedly proved stumbling-blocks.

From teachers of all grades, I have personally to acknowledge every possible courtesy, combined with a willing desire to act upon any suggestions or advice offered during my visits.

GOVERNMENT.—The government as a whole is very commendable and effective. Improvement between inspections was observable in several cases, and formed the subject of special remark in the report of one large town school, while there were not over half a dozen schools—two of them State—where any serious fault had to be found with the tone and order.

ATTENDANCE.—The number of pupils present at inspection represented 87·4 per cent. of the enrolment, a slight increase on the percentage (86·9) for the previous year. The proportion of pupils examined—nearly 9 out of every 10 on roll—is decidedly satisfactory.

The average daily attendance for the month preceding inspection amounted to 79·6 per cent. of the enrolment; in other words, about 8 out of every 10 pupils on roll were ordinarily present, and the attendance was therefore good in quantity. This result is almost identical with that of the previous year, when the corresponding percentage was 79·5.

Of the pupils enrolled during the quarter before inspection, 64·4 per cent. were present at least four-fifths of their school time. The corresponding percentage for the previous year was only 54·1, and hence it will be seen that the proportion of regular attenders rose from little over one-half to nearly two-thirds of the enrolment. The marked improvement in the quality of the attendance thus indicated is largely due to the fact that in 1906 the schools were free from the epidemic of dengue by which many of them were affected in 1905.

The attendance is still extremely irregular in a number of country schools, the worst cases of the kind being found at Rocksberg (0), Stony Creek (0), Camp Flat (10·5), Mapleton (15·2), Toorbul (19), Highworth (19·1), Ilkley (21·1), and Montville (28·8), the figures in brackets showing the percentage of pupils who had attended at the rate of not less than four out of every five school days during the quarter preceding inspection.

CLASSIFICATION.—In the majority of schools the classification is fairly to quite satisfactory. Where it is otherwise, the fault is usually that to which attention has so often been drawn—viz., the over-minute grading of pupils, resulting in an excessive number of drafts, with all its obvious drawbacks. In schools employing only one teacher—and they bulk largely in this district—it is no easy matter to reconcile the claims of individual pupils with the need for keeping the number of drafts within reasonable limits, but the latter is a matter of paramount importance, and its absolute necessity must be kept strictly in view. Another evil, to which I have observed a tendency in some Provisional schools, is that of forming a distinct Class V., or even Class VI., for the sake of two or three pupils—a mistake easy to make, but, once made, difficult to undo without causing friction with the parents of the children concerned. Such small advanced classes as those referred to, if they must be formed at all, should be worked with the class next below them in all subjects except, say, arithmetic (including mensuration) and composition.

The following table shows the percentage in each class at the time of inspection, and in this regard enables a comparison to be drawn between the year under review and the preceding one, the difference, it will be observed, being very slight:—

Year.	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
1906 ... ..	4.2	11.5	18.4	19.4	20.5	26.0
1905 ... ..	4.3	11.7	17.0	19.1	21.3	26.6

**INSTRUCTION.**—It is my practice at inspections to devote about half the time to testing the pupils' attainments, a course which I consider only just to teachers and scholars, and indispensable in enabling a correct opinion to be formed regarding the efficiency of a school. The balance of the time is occupied in observing the methods of instruction, and, as far as necessary and possible, in advising and generally helping the teacher. Broadly viewed, the methods showed on the whole a fairly satisfactory advance, especially noticeable in the more rational and concrete treatment of arithmetic, the greater attention bestowed on and use made of oral composition, and the more interesting manner in which geography is presented. The improvement made in these directions would of itself be ample justification for the introduction of the Syllabus under which we are now working.

To the less experienced teachers—and many of those in Provisional schools enter upon their duties without any previous experience beyond what they may have gained during six weeks' semi-training at a State school—the increased amount of advice and assistance which can be given under the present system of inspection is particularly valuable, and most of them are undoubtedly profiting by it; but there are a few whom it is exceedingly difficult to move out of the more or less narrow groove in which they have for a long time run, and to which they have become accustomed; and, in addition, a good many do not appear to recognize sufficiently the advantage to be derived from the study of one or more of the many very helpful works on school method now available.

The work-book entries occasionally evince haste and want of forethought, and it now and then happens that lessons seem to have been inadequately prepared, this latter being more particularly the case in History. I need scarcely remark that careful planning out of the work to be done, and thorough previous preparation on the part of the teacher—always necessary preliminaries to successful effort—are more important than ever under existing conditions.

It must not be inferred that faults such as those mentioned are at all frequent; on the contrary, the extra demands which the present Syllabus makes on the teacher are, as a rule, cheerfully and ungrudgingly responded to; and in what are commonly regarded as the more essential subjects of instruction, a considerable amount of good solid progress has been made.

*Reading* is very fairly done, and *Recitation* is often very pleasingly rendered. In the latter branch, however, I have sometimes had to complain of the hackneyed pieces selected, to point out that to recite means much more than merely to repeat, and to urge a reduction in quantity and greater attention to quality. Much thoughtful and intelligent work has been forthcoming in the portion of literature prescribed for Class VI.—the "Lay of the Last Minstrel"—the matter of which seems to appeal better to the pupils than did that of Richard II. *Writing* is generally neat and careful; where the copy-books are dirty or slovenly, defective discipline may usually be inferred. The liberty allowed in the choice of copy-books occasionally has a harmful effect, as, for instance, when a pupil changes from a school where the vertical style has been taught to one where this is not the case, but very few of my schools adopt the former, the semi-vertical style being the favourite. *Home Exercises* are, as a rule, very creditable. In this connection, and without entering into the vexed question of the desirableness or otherwise of "Home Tasks," beyond remarking that a fairly lengthy experience as teacher and inspector does not incline me to the opinion that their total abolition would be beneficial to either scholars or schools, or welcomed by the majority of parents, I may state that in many parts of this district, and especially in dairying centres, the amount of work given to be done at home is perforce reduced to a minimum on account of the parents' demands on their children's services. To show how heavy these demands sometimes are, I give one instance—typical I am afraid of many more—where a boy, ten or eleven years old, did not arrive at school on the day of inspection until half an hour after opening time; on being asked why he was late, he explained that he had been helping with the milking; it transpired that he had been at work since daybreak, and he already looked tired out when I saw him; it was not surprising to find that at 3 o'clock in the afternoon he dropped off to sleep while sitting in the school. In *Arithmetic*, Classes II. and III. showed increased facility in dealing with little problems of a practically useful and interesting type. The teachers have been advised to make their own sets of questions appropriate to local circumstances, and in this way some good collections are now being formed. I am not sure that accuracy in mechanical operations has not to a certain extent deteriorated—indeed, I met with several indications that such was the case. *Composition* is now practised regularly and frequently throughout a pupil's whole school career. The younger children are encouraged in the "Conversation Lessons" to speak freely of what they have noticed, and to utter their thoughts in their own words, thus laying the best possible foundation. The good results of this early training are already very noticeable in the lower drafts, and will doubtless make themselves more and more apparent as time goes on. *Drawing* shows some improvement, except in Class II., where the pupils' attempts are usually very crude. Brushwork is not often met with, but, in the few schools where it has been taken up, the children appear to like it, and have made good progress. With a few praiseworthy exceptions, the work in *History* is poor. The results in the recent examination for P.T.I., which may be regarded as some criterion of the success with which the subject is taught, were distinctly unsatisfactory. The "stories" require to be more thoroughly got up, and to be placed before the pupils in a brighter and more realistic manner. The

teaching of *Civics* is at present in abeyance; in this connection, nevertheless, I think that it would be very desirable to make all our senior scholars acquainted with the matter of that admirable text-book on the subject, "The Citizen Reader," by H. O. Arnold-Foster. Two-thirds of my schools are Provisional, and make little or no attempt at *Music*. In some few of the larger State schools, a creditable approach has been made to the Syllabus requirements in the subject, but the opinion is generally expressed by teachers that these requirements are too heavy, having regard to the limited amount of time available. *Needlework* ranks with *Home Exercises* as very satisfactory. During twenty-two years of inspection I have found nothing to excel the work of many of the senior girls of this district.

Mainly through want of sufficient apparatus, the "meteorological records" referred to in the Syllabus are very partial or incomplete; hardly any schools, for instance, are provided with a barometer and rain-gauge, and several have not even a thermometer; simple sky and weather observations are, however, receiving a very fair amount of attention. A box of imitation coins, a pair of scales, and a set of the more common weights are desirable items of equipment which very few schools possess.

Of the 90 State and Provisional schools inspected, the general condition was below fair in 10, and decidedly unsatisfactory in 1; in 25 schools it was fair to very fair; and in the remainder, amounting to 60 per cent. of the whole, it ranged from quite satisfactory to highly creditable. Without particularising the larger town schools, it may be said that their work generally was creditable, and showed a decided advance on that of the preceding year; while among the country or suburban schools, those at Eumundi, Logan Village, Lagoon Pocket, Jones Hill (State), and Landsborough, Kybong, West Vale, Cedar Pocket, Widgee, Dulong, Mapleton, and Villeneuve (Provisional), deserve special mention. In the Provisional school at Teutoburg, marked improvement had been effected in a short time under new management.

As a result of the recent annual examination, State scholarships were awarded to a pupil of the Gympie Central (G.) school, and one of the Brisbane South (G. and I.) school; while a girl attending the Eumundi school, and a pupil of the Gympie Central (B.) school, gained district scholarships.

I have, &c.,

A. S. KENNEDY, District Inspector.

The Under Secretary, Department of Public Instruction.



## REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Toowoomba, January, 1907.

SIR,—I have the honour to submit my General Report for the year 1906.

The district assigned to me remained the same as for the previous year. It included the schools in the Toowoomba district; those from Toowoomba, southerly to Pittsworth; northerly to Crow's Nest; westerly to Oakey; and easterly to Helidon—6 State schools and 3 denominational schools in the Brisbane district were also included. The total number of schools was 88, and consisted of 43 State schools, 39 Provisional schools, and 6 denominational schools. All these schools were inspected once during the year, and 21 State schools and 4 Provisional schools were inspected twice. The following Provisional schools were added to my list during the year:—The Jericho Estate, in the Goombungee district; the Stoneleigh and Waratah, near Pittsworth; and Hodgson's Vale, near Toowoomba. The Mort Estate (Toowoomba) and the Toowong Roman Catholic schools, and the Salvation Army Industrial School, near Toowoomba, were also added.

Four Provisional schools had an average attendance of over 30 for the month preceding inspection, namely:—Pinelands, 42·6; Djuan, 38·5; Gowrie Estate, 34; and Wellcamp, 31·4. The first two will probably require to be superseded by State schools in the near future. Four State schools—Gowrie Road, Postman's Ridge, Wetalla, and Woodview, reported last year as having a less average than 30—remain in the same hopeless condition. The Gomoron and the Spring Valley State schools have a diminished attendance, and at inspection had each an average of 31.

## MATERIAL ORGANIZATION.

Generally speaking, the accommodation is sufficient, and affords from 8 to 10 square feet per child in average attendance. It was under 10 at Pinelands and Pittsworth; under 9 at Bunker's Hill, Flagstone, Harlaxton, Milton, and Toowong; under 8 at Bergen, Djuan, and Woolloongabba (Girls); and under 7 square feet at Woolloongabba (Boys). New school buildings have been erected at Toowoomba South (Girls); and additions made at Pinelands and Wilsonton, and about sufficient accommodation is now provided there. Improvements have taken place at Middle Ridge, Petrie Terrace (Girls), and Toowoomba East, and are taking place at Toowoomba North. Some of the residences provided for the teachers in this district are of an inferior type, and afford limited accommodation; among the worst are those at Helidon, Koojarewon, and Middle Ridge. The residence at Gowrie Junction badly needs repairs and painting.

The improvements in the school grounds have been practically nil. Experimental plots were found at Bergen (cotton), Bunker's Hill (maize), Doctor's Creek (cotton), Glencoe (grasses), Gowrie Junction (cereals), and Gowrie Road (vegetables). As encouragement will be given during the current year in the shape of free gifts of seeds, tools, wire netting, and prizes, it is to be hoped that several other teachers will take an interest in experimental work. The school flower-gardens at Drayton, Gowrie Road, Middle Ridge, Silverleigh, and Woolloongabba were in fine condition. Drayton and Postman's Ridge possessed the best show of pot plants. Useful vegetable gardens were noticed at Bergen and Murphy's Creek. The most attractive residence gardens were at Gowrie Road, Murphy's Creek, and Toowong. The greatest improvement during the year was made at Murphy's Creek, where the teacher has turned a wilderness of weeds, part into a beautiful flower garden, and part into a useful vegetable garden.

A second blackboard is wanted at most Provisional schools.

## INTERNAL ORGANIZATION.

The number of teachers employed at the time of inspection was 180 in State schools and 38 in Provisional schools. They were classed as follows:—

## NUMBER.

SCHOOLS.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.	
	Males.	Females.	Males.	Females.	Males.	Females.
State ... ..	39	4	39	68	15	15
Provisional ... ..	20	18	...	...	...	...

## STATUS.

HEAD TEACHERS.				ASSISTANT TEACHERS.		PUPIL-TEACHERS.				
Class I.	Class II.	Class III.	Unclassified.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation.
3	21	17	40	6	101	9	8	5	2	6

All the Provisional school teachers are returned as unclassified, but 4 males and 2 females have passed the examination for admission as teachers of the third class. Two unclassified teachers are in charge of reduced State schools.

Head teachers form 23·9 per cent. of the staffs of State schools in this district; assistant teachers, 59·4 per cent.; and pupil-teachers, but 16·7 per cent. It may be said of the head teachers that, as a body, they are discharging their duties zealously, faithfully, and well. The assistant teachers, according to the reports of head teachers, are, with few exceptions, loyally and faithfully rendering all possible assistance in furthering the interests of the children. Many of them are good students, have passed, or are gradually passing the examination for teachers of the second class, and possess much teaching skill and ability. So far as I have noticed, or have been informed, the lessons they have to teach are well prepared before delivery. The few pupil-teachers are, with one or two exceptions, doing satisfactory work. The Provisional school teachers have loyally answered the call made upon them by the requirements of the New Syllabus. Many of them are in possession of serviceable collections of Nature Knowledge specimens, and make intelligent use of them. Their teaching in many cases is quite equal to, and, in others, not far behind that found prevailing in the small State schools.

**CLASSIFICATION.**—The upper classes continue small in comparison with the others. Such conditions will prevail as long as the exit limit stops at twelve years of age. Last year 27 State schools out of 43 had a sixth class, but, except in the larger schools, it was grouped with the fifth in all, or nearly all subjects. In three small State schools there was a sixth class, but no fifth. The classification in the Toowoomba schools is lower than in the Brisbane schools in my district, and is no higher than that in the country State schools. The comparative classification is found in the following table:—

District.	No. of Schools.	Total Enrolment.	PERCENTAGE OF PUPILS.					
			Sixth.	Fifth.	Fourth.	Third.	Second.	First.
Brisbane ... ..	6	3,151	7·0	11·3	18·5	20·8	18·4	23·8
Toowoomba ... ..	8	2,029	3·4	11·2	17·8	18·8	20·7	27·9
Country ... ..	29	2,028	3·4	11·7	16·6	18·3	21·1	28·7

The quality of the attendance—i.e., four days out of five—was 65 per cent. of the enrolment for the quarter preceding inspection. In this respect, also, the Toowoomba schools do not compare well with the others. In the Brisbane schools the quality was 70·9 per cent.; in the Toowoomba schools, 57 per cent.; and in the country State schools it was 60 per cent.

**INSTRUCTION—English.**—Reading is fairly fluent and correct, but the meanings of words, and the comprehension of the subject matter of the reading lessons are weak features. Strings of roots, common and uncommon, are regularly learnt, but when it comes to applying them, the result is more or less a failure. Few teachers take the more difficult words of the reading lessons for derivation purposes, although by following this method the commoner roots are learnt over and over again, and remembered. I know of no more useful lesson for homework than for pupils to be given about a dozen words, that they may find out for themselves the roots and meanings from their dictionaries, and commit them to memory. It will be considered as cram, I dare say, but it is cram of a very necessary and useful sort. I find two common causes for the crowding out, or neglect of meanings and comprehension:—(a) Many teachers not only cover a fair number of pages from the regular reading books during the month, but they attempt the whole of the "School Paper" as well. They have barely time to even skim over the pages. (b) Again, in some schools, too much homework is given, and this is generally examined during the time set apart for reading. I have known the greater part of a reading lesson to be so occupied.

Technical grammar has been pretty well crowded out by composition; and composition is by no means a strong subject yet. With an imperfect knowledge of the common rules of syntax, and their application; of the chief parts of an irregular verb; of the simple conjugation of a verb; of the various forms of the personal pronoun, and so on—all mostly bookwork—it is easy to understand where the weakness in composition lies. Questions, bearing on some of these matters, were set to Grammar school scholarship candidates at the recent examination—set to pupils supposed to be the pick of the sixth and upper fifth classes—and the results were not creditable. The composition at some schools is not much in advance of a mere transcription lesson; a model letter is set on the blackboard, and the pupils copy it on their slates or in their notebooks, and, if time permit, commit it to memory. Many such letters were presented at the examination above mentioned; they were known by their formal style, and by their freedom from serious syntactical errors, whereas the letters, bearing the stamp of originality, had a fair sprinkling of such errors. Parsing and analysis are not so good as they were a few years ago; they appear crowded out also by composition. To my mind, they are two of the finest intellectual exercises that can be taught in school. They teach the pupils to think, and to reason. Much weakness was shown by the scholarship examinees in both directions.

**Mathematics.**—I notice considerable improvement in the work of the lower classes, but less so in the upper. One of the chief failings last year was the weakness in back rules. Over and over again have fourth and even fifth and sixth classes failed to work out a simple bill of parcels, or an easy problem in money. One day per week, or three or four days in each month, should be devoted to revision in all the upper classes. Tables of weights and measures are too often treated as mere efforts of memory—mental arithmetic should go hand in hand with them; hundreds of mental exercises, bearing on the local industries, could be framed from the tables. It was rare to find pupils in the country districts able to calculate the

weight, or value, of a load of maize or potatoes. Mensuration is also weak on its practical side; pupils, familiar with solids, polygons, and other figures, failed in finding the quantity and cost of carpet required for a room of given dimensions; the cost of painting the walls; the area of the school paddock, and quantity of fencing; or the capacity of the school tank.

*Nature Knowledge.*—Geography should stand first among the various branches of Nature Knowledge, but there has existed much danger during the past two years—against which several teachers were warned—of its being neglected or crowded out of existence. Nearly all the available time was occupied by the other branches. This has been remedied to a large extent, but the danger still exists here and there.

A great improvement has taken place in elementary science; botany is chiefly followed, but agriculture, first aid, and physiology are also taught.

Few schools are without a collection or museum of some kind; it is, however, exceptional to find the specimens neatly arranged and labelled. In most country schools the collections have been chiefly made by the pupils, who have brought to school whatever attracted their attention, and the result is more remarkable for its variety than for its value or use. The teachers, from fear, perhaps, of discouraging their pupils, have accepted the gifts, have placed them on ledges, in boxes, and odd corners, and there the matter ends, except for the dust that accumulates there, and the consequent disorderly appearance. Unless teachers will take the trouble to label and arrange what is useful of the specimens, and throw away the rubbish, it would be much the better plan, and certainly the more orderly, to have no collection, and thus save the pupils some labour and trouble. The specimens, such as grasses and roots, needed for illustrating some botanical lesson, should, as a general rule, be specially obtained, and, when their purpose is served, be thrown away. School walls are often made untidy by them. The following collections, found in some schools, are of considerable value:—(a) Cases, such as are supplied by the Messrs. Colman, the Q.M.E. Co., and others; (b) cards illustrating various manufactures—the lead pencil, pen, &c.—which are to be had at a cheap rate; and (c) small specimens of local and foreign timber, many of which can probably be obtained from the local sawmills.

*History.*—This subject, like geography, has been crowded out in a great measure. It is a subject, also, that is often left to take care of itself—a few schools excepted—and its teaching may be summed up in a few words—dry, scrappy, and of little value.

*Drawing and Music* have made so little improvement since my last report that the remarks I then made still hold good.

No pupils in this district were successful in winning a Grammar school scholarship at the recent examination, but three succeeded in winning District scholarships.

I am, &c.,

GEORGE HARRAP, District Inspector.

The Under Secretary, Department of Public Instruction.



## REPORT OF MR. DISTRICT INSPECTOR CANNY.

Maryborough, February, 1907.

SIR,—I have the honour to submit the following report of the schools in the Maryborough District for the year 1906.

The boundaries of the district as described in last year's report remain unaltered. Of the 94 schools on my official list all have been inspected once, while second inspections were held in 41 schools and third inspections, in the form of incidental visits, were held at 5 schools. I regard these additional inspections as of inestimable benefit to our schools, as a means of seeing whether due attention has been paid to the hints and advice given at the previous inspection. During the year I have availed myself very freely of the instruction to examine classes or subjects at discretion, as I find no surer basis for forming an estimate of a teacher's work and pronouncing judgment on the same. Advice and help were given to the weaker and less-experienced teachers.

## MATERIAL CONDITIONS.

New Provisional schools were established at Home Creek, Greenview, and Carnyle. At the close of the year the old Provisional school at Reid's Creek (Upper) was reopened. This was recommended as a temporary arrangement, as a more suitable site was recommended nearer the centre of the Gayndah group of settlers, where the greater number of children live. The Provisional school at Boobie has been altered to a State school, and similar alteration was recommended in connection with the Provisional schools at Degilbo, Mount Shamrock, and Gundiah. Inquiries *re* the establishment of Provisional schools were held at Brisbane Gully, near Nanango, and at Culgoa, in the Kilkivan district. Reports favouring the establishment of these schools were forwarded to the Department. In the matter of furniture and appliances, the schools are, as a rule, sufficiently and suitably supplied.

## INTERNAL ORGANIZATION.

The number of teachers employed was 94 head teachers, 45 assistants, and 15 pupil-teachers. In the following schools the head teachers were changed:—Tinana and West Maryborough; and at the following Provisional schools:—Aramara, Coolabunia, Mount Appallan, Woowoonga, Upper Yarraman Creek, and Blackbutt.

Most of the head teachers of State schools have attained to the rank of second class, while three of them hold certificates or have passed the examination for the grade of first class. From year to year the teachers of this district show steady advance in zeal, ability, and industry. A few amongst them are men of taste and culture—virtues which reproduce themselves in the superior condition of their schools. Other teachers there are whose work ranges from fair to good, and a few only whose work was reported on as indifferent or bad. The assistants continue to work faithfully and energetically, and generally with a very fair degree of success. I have had no occasion to report unfavourably of any assistant during the year. The few pupil-teachers now to be found in the schools are making fair progress in the art of teaching, and also in their private studies. There is one branch of study where neglect on the pupil-teachers' own part, or on the head teachers' part, was made painfully evident in the grammar papers at the recent annual examination. I refer to the branch known as comprehension of lessons. Year after year teachers' attention has been directed to this point, and I fear to little avail. Yet there is no means that I know of, so calculated to improve the students' work in composition as is the intelligent exposition of the text of the reading lessons. Referring again to the decrease in the number of our pupil-teachers I cannot but regard such condition as a serious cause for regret. In last year's report I expressed very decided views in favour of the system. I fail to see how we can provide a more effective source of supply for our future teachers without heavy extra charge upon the State. Yet, again, I have to report in very satisfactory terms of the work of the Provisional teachers, most of whom are very centres of light in the outlying portions of the district. The work of some of these Provisional teachers, as far as it goes—and it goes a long way in the hands of some teachers—will compare very fairly with the work in some of our best State schools. The "Bush School" has grown to be something more than a mere adjunct to our system, in the way of providing educational facilities in the outside centres of settlement. During the past few years the number of Provisional schools has much increased in the farming districts around Degilbo and Nanango—a healthy sign, as giving unmistakable evidence of the spread of a rural population in the district.

## ATTENDANCE.

In the early part of the year unfavourable weather conditions interfered with the quality of the attendance. Later on, the attendance improved both in quantity and quality. The average quantity of the attendance for the year reached 85.6 per cent., and the quality was 77.5 per cent. The hint thrown out by the Minister at the last Teachers' Conference as to the probability of raising the compulsory school age to fourteen years would, if carried into effect, be a highly desirable consummation. But I should regret to see the age of entry increased to over five years. Eminent writers on school work agree that the most important period in school life is that extending from four years to seven years of age. Then it is that the mind is most plastic, and then it is that habits are formed that operate for good or ill in the after school lives of the pupils. The total number of pupils present at inspection throughout the year was 3,753.



## INSTRUCTION.

After a second year's experience of the working of the New Syllabus, I feel more confidence in pronouncing an opinion on its influence on the work of our schools. In the matter of English there is noticeable improvement, as leading to more general and more active interest in the study. The introduction of oral and written composition into the work of the lower classes is followed by beneficial results, and is certain to be productive of good in the composition work of the upper classes. In these upper classes there is still much room for improvement in composition, and I doubt if even under the New Syllabus satisfactory progress will be made unless in cases where the teachers themselves are enthusiasts in the work. I should like to see more attention paid to recitation as a distinctly literary and refining element in our schools. The recitation should embrace not only choice passages in poetry, but also choice passages in prose. There are many fine lessons in our reading books, affording scope for this work, such as the opening paragraphs in "The Siege of Londonderry," "The Vision of Mirza," "The Mocking Bird," and the many beautiful passages from great English orators to be found in those "Readers." I know, from experience, how beneficial such work is in improving the pupils' style in speaking and writing. In arithmetic, little if any alteration in the work of the former schedule has been made, excepting the work of the first classes, where the standard has been reduced. The result is that the junior pupils now entering second class are less fitted for the class in the work of arithmetic than was formerly the case. Complaints on this head have been received from teachers who periodically examine pupils for promotion, or who receive instalments of scholars from infant schools. I, therefore, think that benefit would accrue if the standard of arithmetic were raised in the first classes. In last year's report I pointed out to teachers the need for more attention to such fundamental rules in arithmetic as "fractions," "decimals," and "proportion." Yet I found that questions much easier than those in the test-cards, but slightly out of the groove, mostly gave from moderate to bad results. This was the case with sixth classes, and with fifth classes of the third half-year who were nominally doing sums in discount, percentages, and advanced mensuration. Oral arithmetic is yet, as of old, mostly a failing subject. English grammar is still a popular subject in the schools of this district. The best teachers fully appreciate its value, and notwithstanding recent-day prejudice, due prominence is given to a subject which the best authorities regard as "The Logic of the Primary School." The subject of "Nature Knowledge" makes fair headway; yet one feels tired of the everlasting talk about "sepals," and "pistils," and "stamens," and "corolla," &c. On a few occasions I heard interesting lessons on flowers given without reference to the aforesaid stilted technicalities. It may be appropriate here to quote the opinion of an eminent divine, who said: "I hate theology, but I love religion; I hate botany, but I love flowers." The best work in Nature Study was found in those schools where the surrounding scrubs, or the adjacent hills, and creeks, and valleys were called into requisition in the teaching scheme. The home exercises are, as a rule, neatly written, but in many cases it was found that in the books even of the fifth class mere transcription was intended to pass current for what should be original work, or the reproduction of one of the day's lessons. The home exercises furnish, in an important direction, a certificate of the teachers' work, and operate as a means of impressing on the pupils' minds the results of lessons previously taught. In too many instances the work is overdone, but the abuse of a system is no tangible argument against its use. Three home exercises in the week, each of an hour or one and a-half hour's duration, should suffice for all needful purposes. The daily home exercise defeats its own ends by necessitating insufficient time for correction and the consequent evil arising from the oversight of errors. The Syllabus requirements in geography are, I think, too severe—more so indeed than was the case under the former schedule. In the small and in the moderately sized schools I have recommended a limiting of the work in geography, on the condition that the lessons should be more descriptive, and more practical. A special feature of the year's work was the establishment of a carpentry class in the Albert school. On the day of my visit some twenty-four of the senior pupils were engaged in sawing, planing, morticing, and joinery work. The boys were much interested in their work, and were proud to exhibit, as the work of their hands, a table, a stool, a ladder, and other useful articles. On the whole the year's work in the matter of instruction shows sound and steady progress.

## DISCIPLINE.

In this matter, above all others connected with school work, the difference between teachers is, in many ways, made clear to the observer. Here it is that the power of developing the character and guiding the conduct betokens the presence of the higher faculties in the schoolmaster. I fear that the community is, as yet, far from realizing what it owes to those teachers who, by precept and example, aim at instilling high moral principles and sterling manly virtues in their pupils. But few teachers rise to the ideal standard in the matter of discipline, but the number of those who are aiming at the ideal is increasing, and shows satisfactory advance even in our smaller schools. When observing the work of a school the chief points that the inspector is concerned with are:—(1) Are the pupils obedient, attentive, and orderly? (2) What evidence is shown in the matters of honour and honesty, truth, and moral courage? (3) Are the pupils cleanly in person, polite in behaviour, and happy in environment? Lastly, and more important than these others comes the question: Are the premises and schoolgrounds carefully and regularly inspected with a view to the prevention of the more serious faults in morals? To pronounce a decided opinion on these matters may be difficult at a first visit on the part even of an expert, but it is well that teachers should understand what is expected of them as regards the above aims, and how their utmost efforts should be directed towards the development of character in the pupils. It is a noticeable fact that the country school pupils take the lead of the town pupils in the matter of polite behaviour.

## SPECIAL OBSERVATIONS.

Among the schools noted for intellectual work, the Maryborough Central Boys' School continues to stand as *facile princeps*. I found in this school the best all-round staff of any school of my experience hitherto. The other schools in order of merit were—Mungar, Albert, St. Helens, Maryborough Girls,

Raby, Biggenden, and East Maryborough. The best samples in drawing were found at Howard, the best exercises in composition at Tiaro. Among the Provisional schools the best work was found at Thinoomba, Deborah, Byrnestown, Kunioon West, Torquay, and Kingaroy. In the matter of progress during the past two years the Provisional school at Thinoomba and the State school at St. Helens take the lead.

#### GRAMMAR SCHOOL SCHOLARSHIPS.

For the third time this district stands well to the fore in the matter of scholarship awards. The following is the list of the successful schools:—(1) State scholarships—Maryborough Central Boys 4, Albert 1; (2) District scholarships—Albert 4, Maryborough Central Girls 1, St. Helens 1. In addition to the above, there have been granted by the trustees of the Maryborough Grammar schools 10 entrance scholarships. These last named have been awarded as follows:—Maryborough Central Boys 3, Albert 6, Mungar 1.

Concerning these scholarships I would venture to say that I hold not with those who deprecate the scholarship system, or who would go so far as to favour its abolition. Since the inception of the system of Grammar school scholarships in the early "seventies," that system has operated entirely in the direction of raising the standard of education in our State schools. Notwithstanding the mass of irrelevant talk about "special classes" and "cram" the fact remains that fully 95 per cent. of the passes are secured by the best intelligences among our Queensland youth. It does not by any means follow that "special classes" involve a system of "cram." Except perhaps in a few instances, no merely "crammed" pupil ever obtains a pass. And how can these "special classes" be prevented? No law or regulation can prevent a father from giving special instruction to his own child. On the other hand, why should we damp enthusiasm in the teacher or the pupil who finds profit and even pleasure in devoting an hour or two weekly to extra study? I think we should not lightly interfere with a system that has worked so well for the benefit of our State schools; and, in a more especial degree, for the benefit of our Grammar schools. Until the Grammar schools come directly under the control of the State, I, at least, fervently wish that the present conditions may continue.

In bidding farewell to this district, it may not be inopportune that I should record my appreciation of the kindness, courtesy, and respect which I have ever received from the teachers, as my fellow-workers in the cause of education in the Maryborough District.

I am, &c.,

J. A. CANNY, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Taringa, February, 1907.

SIR,—I have the honour to submit my General Report for the year 1906.

The Southern Downs Inspectoral District, which was assigned to me for the seventh year in succession, consists of the country extending from Wyreema in the north to Wallangarra in the south, and from the Main Range in the east to Goondiwindi in the west.

The number of schools in operation in the district during the year was 106, of which 40 were State, 60 full-time and 4 half-time Provisional, and 2 Roman Catholic schools. The increase in the number of schools was 4, consisting of a full-time Provisional school at Limevale, near Texas, and another at Wilsonville, near Allora; and of a pair of half-time Provisional schools at Yarrilwanna, west of Goondiwindi. Another new Provisional school—at Mount Sibley, near Greenmount—was ready for opening after the Christmas vacation. The school at Beebo, after having been closed for over a year, was reopened in April last. Applications for the establishment of Provisional schools at Hill View, Rosenthal, and Grayson—all in the neighbourhood of Warwick—at Upper Pilton, and at Whiteview, near Thane, were received; and, after careful inquiry, the first four met with the Minister's approval, but the last failed to do so for the present, owing to the number of children being too small. The request made to have the large Provisional school at Wyreema superseded by a State school met with favourable consideration. The establishment of a temporary school in a portable building at one of the large saw-milling camps on the railway extension from Thane to Inglewood was sanctioned some months ago, but nothing appears to have been done since by the Railway Department, which was expected to furnish a suitable building. The Provisional school at Severn River, near Stanthorpe, was closed owing to diminished attendance.

In 11 State schools the average attendance during the past year was below 30—that is, below the minimum required for a classified school. Nine of these schools are unclassified, but in regard to 2, where the small attendance appears to be due to temporary causes, the formal reduction in standing has been suspended. In 6 Provisional schools the average attendance exceeded 30. In 4 of these there is little fear of the attendance dropping below this number again, but in the remaining 2 the permanency of the high attendance cannot be depended on. In 4 Provisional schools the average attendance reached only 10.

With the exception of the pair of half-time schools at Yarrilwanna, established towards the end of the year, all the schools were inspected at least once, and 30 were inspected a second time, the total number of inspections being 134. In addition to these, several incidental visits were paid, mainly for the purpose of testing candidates for examination in the oral subjects. The total number of children present during first inspections was 3,962—equal to 88·4 per cent. of the number on roll. Of these 2,452 were in State, 1,223 in Provisional, and 287 in Roman Catholic schools. During second inspections the number present was 798, thus making the total number inspected 4,760.

Seven inquiries were held by me during the year—5 in connection with the proposed establishment of new Provisional schools, 1 for the superseding of a Provisional by a State school, and 1 into a complaint against a head teacher.

The number of miles travelled by me in the execution of my duty was 7,740.

## MATERIAL ORGANIZATION.

The school buildings, on the whole, afford sufficient accommodation for the number of children in average attendance; and, with the exception of some minor defects here and there, such as want of painting, are in good order and condition. Some important improvements and repairs were carried out during the year at Yangan, Clifton, Clifton Colliery, and Spring Creek; and a contract has been let for extensive repairs at Warwick West.

The Provisional schools at Glengallan and Eton Vale, which were carried on in buildings belonging to the stations of the same name, have been removed to new buildings specially erected for the purpose on conveniently situated school sites which were secured when the station lands were cut up and sold.

The great majority of the Provisional school buildings are now of the neat and comfortable modern type, while most of those erected a good many years ago are still in serviceable condition. The more roomy and better finished buildings recently put up at Wilsonville and Glengallan are a distinct advance on anything we have hitherto had in such structures. During the past year some half-dozen Provisional school grounds have been fenced, leaving only about a dozen in which this highly desirable improvement remains to be carried out. Many of the buildings need painting, and some are still without stoves and second blackboards.

School grounds are generally well kept. Many of them are adorned with beds of flowers and with ornamental trees, to the cultivation of which the weather conditions of last year were very favourable. Prizes were awarded at the end of the year for the best results in the teaching of agriculture, best kept grounds, &c., to the State schools at Spring Creek, Goondiwindi, and Emu Vale.

## INTERNAL ORGANIZATION.

**STAFF.**—The number of teachers employed at the time of the first inspections in the 40 State schools was 81, who were classified as follows:—

Status.	MALES.		FEMALES.		Totals.
	Head Teachers.	Subordinate Teachers.	Head Teachers.	Subordinate Teachers.	
Teachers, First Class ... ..	1	0	0	0	1
„ Second Class ... ..	14	0	0	0	14
„ Third Class ... ..	22	8	1	23	54
Pupil-teachers, Fourth Class ... ..	0	3	0	3	6
„ Third Class ... ..	0	2	0	1	3
„ Second Class ... ..	0	0	0	0	0
„ First Class ... ..	0	0	0	0	0
„ on Probation ... ..	0	1	0	0	1
Unclassified Teachers ... ..	0	0	2	0	2
Totals ... ..	37	14	3	27	81

The 2 unclassified head teachers were employed in unclassified State schools.

Compared with the number of teachers employed during the preceding year there is little difference—in the number of head teachers there is none, in subordinate male teachers an increase of 2, and in subordinate female teachers a decrease of 1. The number of pupil-teachers is steadily decreasing. In 1904 there were 21 in the district: in 1905, 13; and in 1906, 12, viz.—the 10 enumerated in the above table and 2 who were appointed after my visits to the schools in which they are employed. Of these 12, 6 were in the last year of their apprenticeship, so that in all probability the present year began with only 6 of these young teachers in the whole of the Southern Downs.

The average number of pupils per teacher during the month preceding inspection was 29·2, a decrease of 1 as compared with the corresponding number in 1905. The highest average per teacher was at the Inglewood school (46·4), to which an assistant has since been appointed. In 5 other schools it was over 35. In no instance, however, was the staff so weak as to interfere materially with efficiency of work. Wherever it approached that condition—in two schools—it was in each case strengthened by the appointment of a pupil-teacher.

The total number of teachers in the 64 Provisional schools was 64, of whom 16 were males. Two large schools of this class had two teachers each, while 4 half-time schools (two pairs) were managed by 2 teachers. The average number of pupils per teacher was 18·9, or '9 more than in the preceding year.

The resumption of the practice of sending out young trained assistants from the State schools to take charge of Provisional schools for a time should be productive of very good results not only so far as the schools to which they may be sent are concerned, but also as regards the teachers themselves. They will acquire self-reliance and resourcefulness, and learn how to organise, control, plan work for, and teach four or five drafts simultaneously—work which they would never have an opportunity of learning as mere class teachers in large schools.

The teachers, as a whole, continue to do their work in a praiseworthy manner. They govern their schools well, train their pupils to do what is right and becoming, and produce generally satisfactory results in their teaching. The past year has been a very peaceful one so far as relations between teachers and parents or others are concerned. Only one complaint calling for official investigation was made against a teacher, and in that case the teacher was exonerated.

**CLASSIFICATION.**—Though the number of drafts in a school and the grading of the pupils according to average attainments are by no means always theoretically perfect, yet in most instances they are as nearly right as circumstances allow. Sixth classes are found in 20 State and in 10 Provisional schools, but in most cases where the pupils of this status are few they are worked in all subjects except arithmetic with the next lower class.

The following table shows the number of pupils and the percentage of enrolment in each class at the time of first inspection:—

	VI.		V.		IV.		III.		II.		I.		TOTAL.	
	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.
State Schools ... ..	164	5·5	359	12·9	493	16·6	595	20·0	585	19·7	777	26·1	2,973	100
Provisional Schools ... ..	23	1·5	159	10·5	251	16·7	339	22·5	290	19·2	446	29·6	1,508	100
All Schools ... ..	187	4·2	518	11·5	744	16·6	934	20·8	875	19·6	1,223	27·3	4,481	100

Comparing these numbers with the corresponding numbers of the previous year, it is found that there is a falling off from 34·7 to 32·3 per cent. in the enrolment of the three highest classes taken together.

**ATTENDANCE.**—During the past year there were happily no causes to interfere to any great extent with the regularity of the attendance except the frequent, copious, and very welcome rains. These, however, are quite serious enough where children have to travel over black soil, as many in this district have to do. The average attendance during the month preceding inspection was 78·9 per cent. of the



number enrolled, that in State schools being a trifle better than in Provisional schools. The number of pupils who attended at least four days out of five during the quarter preceding inspection was 56·2 per cent. of the enrolment, the State schools being again better than the Provisional schools.

**INSTRUCTION.**—After a second year's experience of working according to the provisions of Schedule XIV.—the "New Syllabus"—it is possible to speak much more definitely than could be done last year of its general character and the influence it is likely to have on the primary education of the children of this State. Briefly stated, it has stood the test of actual practice well, and there can be no doubt that it has raised the teaching in our schools to a higher intellectual level. The uncertainty with which many teachers entered on the new system has given way to certainty, and work is now carried on with as much regularity and method as under the superseded schedule. Most of the teachers have responded well to the call for the greater amount of intelligence, skill, and resourcefulness, with wider reading and more extensive previous preparation of work, demanded by the new conditions. The fear entertained by some that the essential fundamental branches of education, such as "the three R's," would suffer has proved groundless.

**ENGLISH.**—Reading, which embraces a much wider range than formerly, has, on the whole, improved, as evidenced by the greater readiness with which the children read any suitable piece without previous preparation, the greater attention they bestow on the meaning of what they read, and the greater ease with which they express that meaning in their own words. In the First Class, wherever the word-building method of teaching reading and spelling has been intelligently applied, the results have been gratifying. Silent reading, which demands the best of discipline, and also time to test thoroughly the work done, has not been as generally practised as it ought to be. The "Queensland School Paper" continues to be read with great interest and pleasure, though a few complaints have reached me that some of the lessons are a little too hard. As cognate to this subject, I may mention a very serious fault far too commonly met with, that of indistinct speech by the pupils—more frequently in their ordinary answering than in their reading. Recitation properly taught should be helpful in overcoming this evil. In the First Class "Observation Talks" and "Picture Talks" are occasionally very interesting, but often they are confined to a narrow groove, and miss the object to be aimed at. In composition, both oral and written, decided improvement is noted, more particularly in the Second and Third Classes. Dictation generally gives fair to good results. Grammar in its various branches receives a fair amount of attention. The least satisfactory work in this subject is found in the Third Class, where the broad foundations should be laid on intelligent lines, but where too frequently the teaching is purely mechanical.

**MATHEMATICS.**—Very fair progress has been made in arithmetic, more especially in the lower classes. This is largely due to the fact that more of the work is now done orally. The practice of making up sets of problems suitable to the location of the school is yet far from being general. Notation and tables are now fairly intelligently taught.

**NATURE KNOWLEDGE.**—Of all the subjects in the curriculum this presents the widest differences in choice of matter and mode of treatment. In the smaller schools the children are generally taught in two groups. Outside of the old and well-known "Object Lessons," lessons on plant life, which admit of easy practical illustration, have formed the favourite course, though insect life—a much more difficult one—has sometimes been taken. In one little school the local bird life had been closely studied. The children knew the birds; how, when, and where they built their nests; the number, size, and colour of the eggs they laid; and, more pleasing than all, they had been taught to treat the little creatures with the utmost kindness. Simple sky and weather observations, and the modes of keeping records, receive a fair amount of attention.

Geography is now generally dealt with in an interesting manner. The commonest fault in the earlier stages is the small extent of the ground covered in a given time, and later on the more or less disconnected nature of the instruction. The correlation of this with other subjects is not always kept sufficiently in view.

**CIVICS AND MORALS.**—History as now taught is of a more or less scrappy nature, but the skilful teacher can present a series of mental pictures illustrative of various periods in our nation's story, which, taken altogether, should give a fair idea of the different conditions of the people from ancient to modern times.

Lessons on the duties of citizens and the like have generally not been given—either from fear of their being misconstrued or for want of accurate and sufficient knowledge of the subject. The attention of those who have abstained for the latter reason may be drawn to a little book called the "Citizen Reader," which gives all the necessary information, and does not enter on debatable ground.

**DRAWING AND MUSIC** on the new lines are making moderate to fair progress.

**NEEDLEWORK** is a favourite subject with most girls, and gives good results.

**DRILL** is well taught in the larger schools, but in the smaller ones, as a rule, little is attempted beyond orderly class movements with, occasionally, the first three of the physical exercises. In this connection I would like to repeat what I stated in a report a good many years ago, that in the majority of the schools neither teacher nor children know how to play ordinary children's games, the result of which is that during the recesses the little ones, instead of enjoying themselves in a rational manner, hang about aimlessly or rush after one another in stupid fashion. With such a book as I have now before me, called "Games for Boys and Girls," by E. D. Bourne (Griffith, Farren, Okeden, and Welsh, London), price 1s. 3d., a teacher would be able to do a great deal to improve matters in this direction.

**SCHOLARSHIPS AND BURSARIES.**—At the examination held in December last two boys from the Stanthorpe State School, and one boy from the Allora State School, won Bursaries; while two boys from the Warwick Roman Catholic School, one boy from the Warwick East State School, and one boy who had lately been studying privately, won District Scholarships.

I have, &c.,

W. GRIPP, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, January, 1907.

SIR,—I have the honour to submit my General Report on the schools in the Bundaberg and Gladstone Inspectoral District for the year 1906. The district extends from the Isis River to the Fitzroy, and most of the schools in it are on or near that section of the North Coast Railway Line, and its branches between the Isis Junction and Rockhampton.

The number of schools in operation, including 3 that I inspected in the South-east Moreton District, was 105, viz.—29 State, 70 Provisional, and 6 Roman Catholic schools. These were all inspected, and 37 second inspections were made.

Six inquiries were held, 3 into complaints against teachers, and three with regard to the establishment of new schools. The complaints were, in the main, of a frivolous nature and were not sustained.

New Provisional schools were opened at Gaeta, a mining township near Gin Gin; at Marmor and at Yarwun, on the Gladstone-Rockhampton Railway; and at Mackenzie Island, at the mouth of the Fitzroy River. The schools at Dalysford and at Keppel Bay were reopened, and the school at Tegege was closed. Steps have been taken for the establishment of Provisional schools at Dooboon, near Mount Hector, and at Midgee, near Rockhampton.

The reading and valuation of papers, written by examinees at the annual examination in December, 1905, was completed on the 23rd of January. Work in the field was resumed on the 7th of February, and, with the exception of the usual leave of absence, was continued until the 11th of December, when the Christmas vacation began. The remainder of the year was spent in presiding at the annual examination at Bundaberg, and in reading and valuing examination papers.

**MATERIAL ORGANIZATION.**—The accommodation is, with few exceptions, sufficient for the requirements. It is insufficient at Childers and at Glassford Creek, and is barely sufficient at Bundaberg South, Boyne River, and Fairymead. The overcrowding at Childers will shortly be relieved by the erection of an additional room. The Kalkie school was detached from the residence and removed to a more suitable site. Steps were taken in the early part of the year for the removal of the Avondale school to a more central site, but the proposal has not yet been carried out.

The schools, generally speaking, are well ventilated, and are so constructed as to admit sufficient light for comfortable working. Mount Gravatt is, however, an exception to the rule; means for increasing the light are much needed there. Improved financial conditions have rendered possible the expenditure necessary to keep the school buildings in good repair, and to supply many minor requirements that add to their efficient working.

The house accommodation provided for male head teachers leaves little to be desired in the case of buildings erected during the last ten or twelve years, but some of the older buildings are wanting in size and in many of the conveniences desirable in a tropical or subtropical climate.

The schoolrooms, as a rule, present a neat and tidy appearance, and many of them afford evidence of taste and refinement in the decoration of the walls. In a few cases only has it been necessary to call the teacher's attention to want of neatness and order in the disposal of the material for instruction.

**STAFFS.**—The number of teachers of all grades was 180, being 1 to every 27·6 pupils present at the time of inspection. Of the head teachers and assistants employed in State schools, 3 are in Class I., 15 in Class II., and 71 in Class III.

The head teachers, with few exceptions, apportion the work equitably and judiciously among the members of their staffs. Where other conditions obtained, a suggestion to that effect brought about a rearrangement. In a few of the larger schools, pupil-teachers and assistants are sometimes kept too long with one class, and so fail to get all the experience that they should get in a large school. A teacher finds that one member of his staff is specially successful with infants, and keeps him or her in the lower division of the school year after year. This is good for the children, but the pupil-teacher or assistant so placed gets in to a groove out of which he moves with difficulty when transferred to another school and set to teach more advanced classes. In order that the members of the staff may gain all the experience that is to be gained, a rearrangement of the staff should be made periodically, and the rearrangement is best made immediately after an inspection.

The degree of success with which teachers work varies of course with their professional skill and capacity. It was found necessary in a few cases to report adversely on the lack of energy and determination, and on the general slackness in the management. In one extreme case the teacher's services were dispensed with, and in other cases the teachers concerned were admonished by the Department, and called upon to effect improvement. With few exceptions, however, the teachers of all grades discharge their duties conscientiously.

It has lately been the practice of the Department to appoint assistant teachers from State schools to the charge of Provisional schools. Increased efficiency in the management of these schools, and the gaining of valuable experience by the young teachers placed in them, may reasonably be expected as a result of this step.

Head teachers, as a rule, exercise discretion in the nomination of candidates for appointment as pupil-teachers, but there are a few in the ranks who give little promise of becoming successful teachers.

**ATTENDANCE.**—The number of pupils present at the time of first inspection was 4,978, equal to 83·4 per cent. of the enrolment,

As a rule, during an inspection, I examine every class in arithmetic, and while the results in a few schools are highly creditable, the teaching of the subject generally leaves much to be desired. Many teachers who fully understand the requirements of the Syllabus in other respects, fail with regard to this branch. The half-hour or so a day that the teacher in a small school can devote to oral instruction to each draft in this subject should be confined to mental arithmetic, to explanation of rules, and to the working of a number of problems so short that they can be quickly and correctly solved. The longer questions, such as those given in the arithmetical cards and in text-books, should be set for silent work. The successful teaching of arithmetic makes large demands on the patience, skill, and resourcefulness of the teacher, and creditable results afford unmistakable evidence of the possession of these requisites.

Geography is in most schools sensibly and intelligently taught on the lines laid down in the Syllabus. Commercial geography, with special reference to the trade relations of the Commonwealth with other nations, receives more attention than formerly. Some teachers, however, fail to keep their geographical knowledge reasonably up to date, while a few still look on the subject as one that their pupils should learn off by rote from a text-book.

An intelligent correlation of history with geography is not often met with in the inspection of a school, although the subjects are largely dependent upon and contributory to one another. A teacher who gets his class to memorize, say, a bare list of the capes of Queensland in order, has not altogether wasted his time, but the teacher who in addition to this has connected some at least of the headlands with the names and deeds of Australian discoverers has given a lesson much more interesting and much more likely to be remembered than the one confined to names. In the teaching of this subject, as in most others, but especially in this, the young teacher, if he is to be successful, must read and must prepare his lessons.

With regard to the other branches included under the term "Nature Knowledge"—elementary science and object lessons—the work done in the different schools varies greatly as to choice of subject, method of treatment, and usefulness. In many of the State schools, good work is being done in elementary botany, in geology, or in agriculture. In Provisional schools, Nature Study is, as a rule, confined to the text of Gillies' "First studies in plant life in Australia," and except in a few cases but little progress has been made. Towards the close of the year, a scheme was drawn up for the expenditure of a sum of £250, provided on the Estimates of the Department for instruction in agriculture. The scheme is a very practical one, and the financial assistance given will undoubtedly further the object sought to be attained. The prizes should act as a stimulus, and the supply on application of seeds, plants, wire netting, and garden implements will be of very material assistance in the work now being carried on in our school gardens and experimental plots. I look upon the keeping of a field-book, as directed in paragraph 5, as a very important part of the scheme, and I hope to find one or more in use wherever experimental agriculture is carried on.

The teaching of drill, beyond the physical exercises and a few simple movements, is practically confined to State schools, in most of which some member of the staff has had, or is now getting, instruction in military drill. The Cadet movement recently instituted will doubtless have a stimulating effect on this highly important department of school work. It is to be hoped that the training will before long include instruction in the use of the rifle.

Progress in music has been fairly satisfactory on the whole, though far from uniform. The musical enthusiast finds little difficulty in covering the ground, but there are some teachers who have no ear for music, and some who seem never to have tried to sing. The number of pupil-teachers who at present are unable to sing an easy passage at sight would be considerably reduced if the examination in the subject included a test in singing; and the very few who are physically defective with regard to discrimination of musical sounds might be allowed to take up some other subject in place of music at the annual examination.

Grammar school scholarships were gained at the recent examination by six pupils from schools in this district. Two State and two district scholarships were gained by Bundaberg South, one district scholarship by Childers, and one district scholarship by Rockhampton North (Girls and Infants).

I have, &c.,

O. RADCLIFFE, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

places. During the year striking improvements in the condition of the grounds of the Rockhampton Central Girls' School were made, and similar good work on a smaller scale was noted at Pink Lily State and Bathampton Provisional schools.

A new trend has been given to the use of school grounds by the recent efforts of the Department to stimulate and assist the teaching of the rationale of the ordinary operations of agriculture, and the study of the plant life of crops of economic value. The departmental prizes for excellence in this line of work were awarded to Bogantungan, Capella, and Stanwell, in that order, and, so far as I am a judge, the work done at these schools was decidedly meritorious. Before leaving the district I was called upon to forward one or two applications for seeds, implements, &c., but, except at the three schools mentioned, with the addition of Gracemere, Barmoyea, and Dundee, the Central District has not, so far, risen very strongly to this occasion.

**MATERIAL FOR INSTRUCTION.**—A settlement of the vexed question of "quarter money" is yet to seek. I live in the hope that the Department will soon be able, and will think it advisable, to extend its list of school requisites provided at the expense of the Treasury; but, however generous and carefully considered such provision may be, there will always be items of supplementary material—teaching appliances, professional books, &c.—which the more enlightened and progressive teachers will wish to use, the expenditure on which will be returned to pupils and their parents, and to the State, in educational benefit, sixty-fold or a hundred-fold, but which it would be simply waste to supply to all schools. The cost of such things naturally falls to be met from local sources, and I see no good reason why the teacher should not, to a reasonable extent, dip into his private purse for a part of such expenditure, especially in the matter of professional books, and appliances for teaching a subject, say, a branch of elementary science, which may be a teacher's speciality.

Apparently, of late, this principle has been recognized in my field of work. If head teachers have not been considerably sparing the inspector by withholding particulars of their worries in this connection, there has been very little trouble in getting parents to provide stationery, "School Papers," &c., and I cannot at present think of a case of a teacher, qualified, and desirous to employ teaching material not provided by the Department, who has not been able to acquire it without unduly trenching on his private purse.

Of course, "the tools to him who can use them," and let him who cannot be taught and trained to their use. We have in our schools many teachers, who cannot, without much instruction, make intelligent and effective use of such a simple appliance as the bundles of sticks in tens and hundreds, (for the teaching of number and principles of arithmetic), the great usefulness of which I was glad to find noted by several of my inspecting colleagues in their last annual reports. Now, under present conditions, this training work must be done in the Provisional schools, and in not a few of the State schools, by the inspector, or remain undone. I think myself lucky when I have a clear half-hour to devote to it. Evidently all that one can do is to indicate things in the most general and sketchy way, and to recommend books from which the matters in question can be studied and mastered. On these considerations I feel it to be my duty to keep as well informed as possible as to the best sources of guidance and instruction in the teaching art suitable to our staff and course of study, and to recommend purchase and careful perusal. The stock of such books available for teachers in the Central District has been increasing in a very satisfactory measure, and the good influence on the instruction work of such study is more and more apparent, though I do not wish to guarantee that the professional food or medicine prescribed has always been fully assimilated.

#### INTERNAL ORGANIZATION.

**STAFF.**—Teachers of all grades in departmental schools number 200 (in State schools, 160; and in Provisional schools, 40); a decrease of 11 as compared with 1905.

The 160 teachers in classified State schools comprise the following:—Head teachers, 34 (males 31, females 3); classified assistant teachers, 92 (males 34, females 58); pupil-teachers, 31 (males 12, females 19). In 1903 the number of classified assistant teachers to that of pupil-teachers was as 10 to 9; in 1906 the ratio was as 10 to 3.5. Of the 31 pupil-teachers more than half were in their last year of apprenticeship, so that, if the examining fates have been kind, these 17 are now "classified," and the proportion of apprentices in the State schools is very much smaller than it has ever before been, a condition of things which, if it is true of the State as a whole, will facilitate the changes in our arrangements for the provision of teachers which have been adumbrated.

Only 4 (1 male and 3 females) assistants out of 92 rank as of Class II.: a goodly proportion, however, of the assistant teachers now in Class III. are pursuing the necessary studies for admission to the higher grade, much encouraged therein, no doubt, by the resumption of regular promotion.

An analysis of the 40 teachers employed in Provisional schools, plus the 3 unclassified teachers in charge of unclassified State schools—43 in all—shows that 23 were of what may be called the "ordinary" supply—persons admitted on the minimum qualification of a pass in an examination in elementary subjects, and a probation of six weeks in a State school—and that the remaining 20 had certain "special" qualifications and preparation (8 of them are "classified teachers," 4 have had teaching experience in the old country, 4 have served a full or partial pupil-teachership in the State, and 3 have had a three or four years' course at a Queensland Grammar school). The majority of these Provisional School teachers are women, but it is noteworthy that, while male teachers are only one-fourth of the "ordinary" section, they form two-thirds of the "special" section. Two of the 8 classified teachers have also been "through the Grammar school."

Review of reports shows, as would naturally be expected, that decidedly the best school work is done by teachers of the latter class, those with the better general education, or with previous experience, or with both advantages. Consideration of experiences in the supervision of these small schools strengthens the conclusion, now, happily, entertained in influential quarters, that, for the "untrained



teacher," a good secondary education should be the irreducible minimum of scholastic attainment, and that three years at an efficient secondary school, followed by a year or more of practical school teaching, with concurrent study of pedagogic subjects, would be a much better preparation for every primary school teacher (whether he is to have a subsequent course of "training" or not) than the pupil-teacher apprenticeship under present conditions. If this be sound doctrine, then the vital interest of the State, and of all parents, however humble their social position, in the efficiency and sufficiency of our institutions for secondary and higher education is at once apparent.

The summarized details of successful work set forth in other paragraphs of this report go to show that careful industry and loyal service, a high sense of the importance and worthiness of their vocation, a fair measure of aptness to teach, tact to manage, and power to control children, and harmonious, mutually helpful co-operation with fellow-workers, both in the discharge of the daily routine, and in the pursuit of studies making for greater professional effectiveness, have been displayed by the very large majority of the men and women teaching in and directing the schools.

**ATTENDANCE.**—Out of 9,347 children enrolled at the schools inspected, departmental and private, 7,917, or 85 per cent., were present at some part of the inspection. Of these, 6,696 were enrolled at State, 886 at Provisional, and 1,765 at private schools. As compared with 1905, these figures show only insignificant increases. In this district, it will be seen, the Department is directly responsible for the schooling of slightly over four-fifths of the pupils attending inspected schools, probably a smaller proportion than would have to be given for the State as a whole. The "quality" of the attendance in departmental schools—that is, the percentage of pupils enrolled who have attended four-fifths of the total school time—is satisfactory, 66·3 per cent. It is rather better in the Provisional than in the State schools, one indication among others that our country folks value the school facilities provided. Dairying and general farming are increasing in Central Queensland, but, fortunately, so far, the attendance of children at school is not to any appreciable extent adversely affected by the requirements of the milking-yard, &c. The standard of punctuality is high. So far as my knowledge goes, truancy or a rooted dislike to school attendance is practically non-existent. Good discipline and favourable teaching conditions are generally credited to the teaching staff, and with much good reason. At the same time, let us not withhold from the children and the homes from which they come their due meed of praise. Every teacher who has worked in more thickly peopled countries, especially in their manufacturing centres, will, I feel sure, agree with me that our Queensland school children are, in the main, tractable and amenable to discipline, quite as well impressed with the seriousness and importance of school activities as it is natural and desirable for them to be, and ready to enter into sympathetic relations with any teacher who makes them feel that his heart is in his work, and who treats them considerately and with impartial firmness.

**CLASSIFICATION AND PROMOTION.**—Very rarely indeed have I found it necessary to revise or alter a teacher's classification of pupils; of course, people who have just taken up the work will occasionally make mistakes in this matter. There has been no case of "premature promotion," and no serious instance of children being held back who were fit to begin the work of a higher class. Now that we no longer have the inspector's annual examination for "results," there is not the same temptation to hold pupils back.

**DISCIPLINE.**—It has already been implied in this report that, in the great bulk of the schools work is done under quiet, orderly, and generally favourable external conditions, and that the behaviour of the pupils is in satisfactory measure mannerly, respectful, and responsive. The cane is used seldom and with discretion; there are a few schools in the district where it has not been used at all for several years. Occasionally one has to point out the need for a more impressive, vigilant control of a school, or of a class, but a much more frequent cause of trouble is a too rigid, over-exacting, nagging class management. I referred to this in my last annual report; it springs, no doubt, from ignorance of psychology, and from misapprehension of the aims of the "schooling." It is a common fault of the teacher who is intent on "teaching the subject," and prone to forget that his first business is to "teach and train the child"—the vice of a virtue. It is well that no slightest departure from school rule should pass unobserved by the teacher, but it is also well that some of such should transpire without remark, many without censure or admonition, and the great majority without any kind of punishment.

**INSTRUCTION.**—Limits of space forbid my saying much on this topic, and the wealth of material is so great and so varied that it is difficult to know what to deal with, and what to leave untouched.

The teaching of the "English" group of subjects shows steadily increasing effectiveness. Formal Grammar, with its accompanying exercises in Analysis and Parsing, while by no means neglected, is being gradually relegated to its proper place in the course of instruction; the teaching is less didactic and more rational; debatable points on which "authorities differ" (how many such there were in our younger days) are wisely omitted from the subject-matter of lessons. The bulk of the children are being taught "to read"—not to be able merely to stand up and articulate correctly the names of a score or two of consecutive printed words, but to have the power, by looking on the printed page, to take from it all the stimuli to thought and emotion it may hold for readers of their intellectual standing—to read intelligently. That secured, intelligibility, and what is called "expressive reading," will give the teacher little trouble. This implies, of course, a reversal of a good deal of the traditional practice in connection with reading lessons.

We are turning out better "spellers," largely because Spelling is now taught mainly in connection with "Composition" exercises; the schools aim at enabling each child to write correctly the words of his own vocabulary, and, having that power, and some familiarity with the uses of a dictionary, is he not well equipped? The compilation of this "school child's lexicon" is a task to which many of our teachers give a little time from week to week; it has not been done for us by Johnson or Webster or Ogilvie.

Powers of verbal expression are being developed in a more natural and more successful way. The fact is recognised that children come to school with no inconsiderable powers of oral expression, to be cultivated and regulated by the teacher, and so "oral composition" begins when the child enters, and "written composition" a year or so later.



Arithmetic is improving appreciably, but I confess myself a little disappointed that the altered and greatly improved conception of elementary mathematical training embodied in the Syllabus has not been more systematically and thoroughly applied in the schools. The basing of number-teaching on the concrete, the comprehension of principles, so that rules may be "discovered" by the pupil, practice in problems suggested by local trade or industrial transactions, whether it be log-measuring or share-broking, are all aspects of the subject for which much remains to be done.

Of other subjects—Music, Physical Training, History, Geography, Science, &c.—suffice it to say that the dominant note is progress, the better understanding and realization of aims, if, in many instances, the improvement may not be very substantial.

It is a great pity that, so far, we have done so little with that part of our "Civics" group of subjects, the teaching of which would give the pupils knowledge of the constitution and institutions under which they live. Whatever trade or business they may turn to to make a living, they are all, boys and girls alike now, prospective voters. I can think of nothing which would be more likely to make young people turn with interest to the record of the past, the history of the long "struggle for freedom," than to familiarize their minds with the results of that struggle, as we see them in our free institutions and democratic governmental organization.

**GENERAL CONDITION OF THE SCHOOLS.**—A summing up under this head is invariably included in our reports of inspection. I saw reason to describe as "eminently" or "highly satisfactory" the State schools at Jericho, and Rockhampton (Central Boys'), and the Provisional schools at Gindie and Wycarbah; in the list of "very satisfactory" schools appear the State schools at Banana, Bogantungan, Allenstown, Capella, Cometville, Emerald, Emu Park, Gracemere, Mount Morgan Boys', Muttaborra, Pink Lily Lagoon, Red Hill, Rockhampton (Central Girls'), Stanwell, and St. Lawrence, and the Provisional schools at Bathampton, Boundary, Brixton, Blair Athol, Barmoyea, Dundee, Dingo, Farnborough, Kabra, Moonmera, and Rolleston.

In the "satisfactory" or "fairly satisfactory" classes come all the State schools not already mentioned, and all the remaining Provisional schools except two, the reports on which revealed such a state of stagnation and inefficiency as to move the Minister to call upon the teachers to tender their resignations.

**GRAMMAR SCHOOL SCHOLARSHIPS.**—We had every reason to be gratified at the results of the examination for these valuable prizes. With a school population of one-eleventh that of the State, the schools of the Central District secured one-fourth of the total number of scholarships and bursaries open for competition to the whole State. In addition to these, there were this year five "District Scholarships," admitting to the Rockhampton Boys' Grammar School, and five to the Girls' Grammar School. The schools prominent in connection with these successes were—Allenstown (at which all the Rockhampton State school candidates were assembled and prepared during the year), Red Hill, Mount Morgan Boys', Capella, Jericho, and Clermont.

It has for some years appeared to me that there are one or two things which could be done by the Department, which would have a valuable result in removing, or at least in lessening materially, the admitted evils and imperfections of our scholarship system, with its concomitants of "special classes," "extra lessons," &c. At present the children are examined in three subjects which, taken together, do not represent much more than half the course of study outlined in the Syllabus, and in the school time-tables; an enormous premium is thereby placed on the work of the skilful, hard-working teacher, or "coach" in the large town school, and a corresponding handicap on the efforts of the clever, ambitious boy in the small country school, whose teacher has too many other things to do, to give him much help. Let it be declared that the examination will consist of a set of papers of questions on subjects included in the course of instruction up to Fifth Class, the specific subjects for each year not to be announced to candidates or teachers, a paper on "General Knowledge" added, and the time for answering each paper reduced from three hours to one hour and a-half. I was glad to see that the last Teachers' Conference refrained from adopting its "prohibition of special classes" motion, and decided to advocate this "full curriculum examination" proposal.

Agreeing that it is practically impossible to "prohibit" in this matter, I think an effort made to "regulate" the preparation would be highly successful. School hours are twenty-five per week—five hours a day. Very few people contend that this is the maximum amount of mental work which it is wise and safe to impose on the average healthy child of twelve or thirteen years of age in this climate; but there is such a maximum, often grievously exceeded in our scholarship preparation, and it should be possible for the Department to determine and declare it. Suppose the Minister were to rule that thirty-five hours a week—that is, one per day for "special lessons" in addition to the statutory five, and one hour per day of "home work"—marked the limit of safety and expediency, that inspectors were instructed to inquire into these matters, and that the teacher, who was reported as wilfully exceeding the limit, would be marked for want of professional judgment, and lack of loyalty. If action were taken on the two lines I have indicated, I firmly believe that we would select and reward a larger proportion of the "best brains," the most deserving candidates, and at the same time reduce to a negligible quantity the evils of over-pressure of children, and dangerous preoccupation of teachers. At the same time, I fail to see that the contrary can be proved without making the experiment.

**MORAL AND RELIGIOUS TRAINING.**—There is happily much less need now than there was a few years ago to appeal for a more generous public recognition of the fact, that the public schools are doing a valuable work in moral training and character building, some of it directly and consciously, perhaps the greater part of it incidentally. It is encouraging to school people to hear or read some of the many expressions of admiration for the humanizing and elevating influence of the schools, which have been given of late by so many excellent authorities. If it is not exactly matter of common knowledge, it is pretty generally understood that our Readers, and other school literature abound with "references to the Deity" and to Scriptural or "religious" topics. It begins in the little Primer book, with—"God is in

REPORT OF MR. DISTRICT INSPECTOR MUTCH.

Brisbane, February, 1907.

SIR,—I have the honour to submit my General Report for 1906.

The Kennedy Inspectoral District, which was for the fourth time assigned to me, now includes the schools on and near the railway line between Charters Towers and Winton, as well as those in and around Mackay, Proserpine, Bowen, Ravenswood, Charters Towers, Ayr, Townsville, and those on the railway lines between Townsville and Charters Towers and Townsville and Ayr.

There were on the official list of 1906 36 State, 50 Provisional, and 9 Roman Catholic schools. During the year new schools were opened at Haughton (on the Ayr Railway Line), Lione town (near Charters Towers), Mount Martin (in the Mackay district), and Strathdickie (near Proserpine); and the school at Bona Vista (near Proserpine) was reopened. On account of insufficient attendance, the schools at Habana, Ollera Creek, and Stamford were closed before inspection; and those at Normanby and Mount Britten, after inspection. Thus, at the end of the year there were again in working operation 36 State, 50 Provisional, and 9 Roman Catholic schools. With the exception of Kelsey Creek, which was closed during my visit to the Proserpine district, all the schools were inspected once, eleven twice, and six incidental visits were paid. Incidental visits were also paid to the Technical Colleges at Charters Towers, Townsville, Mackay, and Bowen.

Three inquiries were made into applications for the establishment of schools. Two of the applications were favourably reported on—a State school at Farleigh and a Provisional school at Sandford, both in the Mackay district. An inquiry was also held, owing to complaints made against a teacher.

From the 2nd of January until the 23rd of February, the date of my leaving Brisbane for my district, my time, with the exception of that taken up by the usual leave of absence, was occupied in reading and valuing examination papers, and in writing my annual report, as well as reports on the Technical Colleges of my district. From the 24th of February, the date of my arrival in Mackay, till the end of the year, my time was devoted to the work of inspection, excepting the portion given to holding inquiries, setting papers for the annual examination, presiding at the annual examination at the Charters Towers centre, and reading and valuing examination papers.

MATERIAL ORGANIZATION.

New schools have been erected at Haughton, Lione town, Mount Martin, and Strathdickie. A new schoolhouse has also been built at Plano Creek, and the building is worthy of the place, and reflects credit on the Department of Works. A new large classroom has been added to Townsville West, and an imposing addition has been built for the Ravenswood State School. Most of the schools have been repainted, and they present a pleasing appearance. Among them none presents a prettier appearance than the schoolhouse at Mackay (Girls and Infants); but the colour on the Mackay Boys' schoolhouse does not harmonize well with its surroundings.

The schoolrooms are kept clean and tidy; but the practice carried on in some schools of sweeping in the morning or during the midday recess should be discontinued.

Wooden fences are often a source of annoyance to teachers. I think that in country places a good proof fence would be more serviceable. In addition to its being more durable, the initial expense and cost of maintenance would, in most cases, be less.

Gardens are now common, and are generally well cared for. In addition to their usefulness in Nature Study, and in the fostering of good taste and a love for Nature, they present a pleasing and attractive appearance to visitors, and add much to the beauty of the school surroundings.

INTERNAL ORGANIZATION.

The strength of the staffs and the classification of the teachers may be seen from the following tables:—

Schools.	HEAD TEACHERS.		ASSISTANTS.		PUPIL-TEACHERS.	
	Male.	Female.	Male.	Female.	Male.	Female.
State ... ..	31	5	58	78	18	33
Provisional ... ..	19	31	2	3	...	...

CLASSIFICATION OF TEACHERS IN STATE SCHOOLS.

HEAD TEACHERS.			ASSISTANT TEACHERS.			PUPIL-TEACHERS.			
Class I.	Class II.	Class III.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation.
1	25	10	4	132	21	10	4	6	6



## INSTRUCTION.

ENGLISH.—The good effect of the new schedule is best seen in English. The pupils have improved much in clearness of utterance and fullness of expression—it is gratifying to note how readily they have acquired the habit of giving their oral answers in complete sentences—and with this improvement in speech, together with a better handling of subject-matter, there has been added to the fluency in oral reading a naturalness of expression that is pleasing. However, there are still teachers who fail to correlate the subject-matter with the reading and recitation lessons, and who, instead of striving to give their pupils a connected grasp of the whole lesson, with a view to improve the quality of the reading and the recitation, treat subject-matter as if it were an isolated subject, and fritter away the time in asking and giving the meanings of words only. The pieces of poetry for recitation are sometimes selected in a haphazard fashion. Teachers forget that their pupils' hearts and minds should be able to lay hold of the beauties of expression and feeling. Silent reading has proved beneficial in the lower classes; but when tested orally in the upper classes the results are seldom satisfactory—a fact which makes me think that some of the lessons in our Fourth, Fifth, and Sixth Reading Books are too far above the mental development of the pupils. "The Lay" has been successfully treated as an intellectual exercise; but I would like to see, as done at Richmond Hill, stress laid on its character-formation value. Column spelling was tested in one or more classes of most of the schools. The words given were, as a rule, words that the pupil would likely use in after-life, and which had been met with in their previous reading books, as well as words from their present reading books. The results were reasonably satisfactory; but they showed to the teacher the need for keeping in their note-books lists of suitable words. With more practice and careful correction in written composition, spelling has improved in that exercise. But, taking a clue from Mirani school, where English is best taught, teachers should not be over-exacting in the case of spelling in the early stages of written composition.

Good slow writing in copy-books, home exercises, and even in free exercises is common; but I would willingly part with some of its uniformity for the sake of increased speed. A copy-book in the highest classes is, to me, a waste of time. Writing in the elementary school is not a fine art, but a useful art, and should be treated as a handmaid to the expression of thoughts gathered from history, literature, and Nature Study, and should be taught merely incidentally in the higher classes.

The improvement in written composition has exceeded my expectation, particularly in the lower classes. Much of the improvement is due to Nelson's Illustrated Composition Books. The lessons in them are well graded, the pictures good, and the formal grammar is sufficient for the ordinary purposes of life. They are specially helpful to the teacher with two or more drafts, as they make an absorbing exercise during seat-work. But the written composition in the tests given in history, in subject-matter of reading lesson, and in Nature Study has improved so much in some of the schools as to lead me to hope that, when regularly correlated with history, subject-matter of the reading lesson, and Nature Study, incidental instruction will in the near future be sufficient for that item of instruction.

MATHEMATICS.—Clear ideas of notation and of the processes of addition, subtraction, multiplication, and division are gained most successfully by the use of sticks—separate for the ones, and in bundles of ten for the tens, and in bundles of ten tens for the hundreds. The idea of "times" is gained by asking the pupil to bring the required number in sticks the required times. The tables of addition and subtraction, as well as those of multiplication and division, are constructed and understood before the drill commences for the perfect association of the two numbers. Then, to vary the monotony of the drill, roots and squares and easy problems are given. The ball-frame is mainly used for the illustration of quantities where twelve is the unit. Tables of weights and measures are learned by weighing and measuring, and the ideas of area and solidity are gained in some schools by the help of inch cubes. The pint jug, the kerosene tin, and the tank are used as units of measurement of liquids. Vulgar fractions are taught successfully in the lower classes, and the notation of decimal fractions is rendered visible by cutting off a tenth, &c., from one of the sticks used in the early stages. With this, together with the visible methods used in the early stages, the pupil is able to understand clearly the whole of our decimal system of notation. With the better teaching of tables, and more stress laid on oral arithmetic, there has been a distinct gain in thinking power; but, on the other hand, there has been a falling off in correct results in written arithmetic in the lower classes. This was to be expected. We are in a transition stage. Previously, most teachers regarded arithmetic as a mere practical art, and the result was a high degree of accuracy together with much mechanical dullness in the lower classes; but, now, teachers regard arithmetic not only as a practical art, but also as an excellent means of intellectual discipline; and, though confronted with fewer correct results in the lower classes, rightly trust to the latter to make up lost ground by making quicker progress in the higher classes. Teachers, particularly those in single-handed schools, are hampered by the want of test-cards for the new schedule. Those for the previous schedule were admirably constructed, and contributed largely to our high standard of accuracy. Self-reliance was by their use forced on the pupil; and confidence, the mother of accuracy, was gained. Dissected models for the teaching of mensuration are used in four of the schools, and are well handled by the teachers. Their benefits are obvious, but their costliness debars me from recommending their inclusion in the stock of the Department.

NATURE STUDY.—The object lessons for map-reading are satisfactorily presented and taught in the early stages, and though instances are still met with in the higher classes where pupils mistake the farthest north point of a continent for its highest, and the mouth of a river running north for the highest part of its bed, map-reading, together with political geography, is being much better taught than previously, particularly that of Australia. Our pupils may not remember on the day of the examination so many facts, particularly out-of-the-way ones, as some of those of the days when only results were looked for, but there are more of our pupils who remember on the day of examination the more important facts, and as they have them better related, they are more likely to retain them permanently.

The observation lessons are brightening the tone of our schools as well as making the young ones more observant; and the object lessons, when properly taught, are improving the thinking power of

## REPORT OF MR. DISTRICT INSPECTOR BENBOW.

South Brisbane, February, 1907.

SIR,—I have the honour to submit my General Report for the year 1906.

### DISTRICT.

The district assigned to me is known officially as the South-Western. It comprises the schools in that part of the State having Isisford and Stonehenge on its northern boundary; a line joining Mungindi, Hebel, and Hungerford on its southern limit; Eromanga and Birdsville to the west; and a line joining Taroom, Oakey, and Mungindi as its eastern boundary. At the beginning of the year 29 State, 73 Provisional, and 3 Roman Catholic schools were on my list. Of these, however, 2 State, 2 Provisional, and 1 Roman Catholic were shortly afterwards added to the Central District for convenience of inspection.

In the course of the year a Provisional school was opened at Coalbank. Another was completed at Ashlea, Rosalie Plains, and a teacher appointed to it to commence duty immediately after the mid-summer vacation. The Provisional schools at Cuttaburra, Rosalie Plains, and Tinowon, and the half-time schools at Nellybri-Retreat, Warroo-Whycombe, were closed owing to diminished attendance.

All schools in the district were inspected, with the exception of those at Birdsville, Eromanga, and Hungerford. On arrival at Thargomindah in the early part of March, I was unable to proceed in order to reach Eromanga and Hungerford owing to floods. At this time the Bulloo River was nearly 5 miles wide. It was not considered advisable to go to Birdsville on account of the state of the roads, which made it uncertain when I should be able to return to Windorah.

Nine State and 4 Provisional schools were inspected a second time.

### APPORTIONMENT OF TIME.

I left Brisbane on the 20th February. At this time heavy rain was falling in the West; rivers and creeks were flooded, their waters spread out for miles in several places, and the prospect of travelling was not cheering. I waited for a week, inspecting schools on the railway line; then, during a temporary cessation of the almost continuous rain, I decided to risk the journey to Thargomindah. It was impossible to obtain reliable information about the Western rivers, and consequently I found all the rivers in flood on my first coach journey for the year, a distance of 150 miles. The last 3 miles I was conveyed by boat, worried by sandflies and mosquitoes, and the rain was falling in torrents. The journey back to Cunnamulla I shall long remember. The Bulloo, Yowah, and Paroo rivers were in high flood, and mishaps were numerous and varied; but, thanks to the skilful driver of the coach, I got back to the railway line with little loss of time. I mention the particulars of this trip to show that travelling in the Queensland bush, even by the best-conducted coach service, is not the perpetual picnic it is popularly supposed to be by those whose experiences in this direction are limited to an occasional journey. Travelling to and inspection of schools situated in the far South-west occupies about four and a-half months of an inspector's time. No one could say when the rain would cease, and it was necessary that the schools should be inspected. Conditions were decidedly bad, but they might have become worse, hence my eagerness to get at these outside schools. I knew I could get through, if slowly, and, fortunately, I succeeded. During the whole of the year pretty well rain conditions prevailed, and week after week was often spent in discomfort from rain, heavy roads, or roads abnormally rough after sudden drying.

Previous to setting out from Brisbane—from the 2nd January to the 19th February—my time was occupied in valuing teachers' examination papers, writing reports thereon for publication in the *Education Office Gazette*, and compiling my annual report. The remainder of the year was spent in school work—travelling, inspecting, reporting, making inquiries, &c.—with the exception of a break for three weeks for the purpose of recreation.

Applications for the establishment of Provisional schools were made during the year by the residents of Brigalow, Cattle Gully, Cockatoo Creek, Dargal, Greenwood, Middle Creek, Retreat, and Auburn. All these districts, with the exception of Auburn, were visited, and reports regarding their educational needs were forwarded to the Department.

### MATERIAL ORGANIZATION.

The accommodation is sufficient at every school in the district. Two Provisional school teachers report insufficient sitting accommodation, but in neither case is the superficial area of the flooring less than will give 8 square feet for each child in attendance. The buildings generally are in very fair condition. Most of the repairs needed were of minor importance. Expenditure was authorized in the case of urgent repairs. All the buildings at Augathella, Taroom, and Thargomindah need repainting. The roof of the Tambo school still lets in rain. The State school grounds at Amby were unfenced at the time of my visit, but I was led to understand this desirable addition was to be erected very soon. The residence at Oakey is not sufficiently large for the requirements of the teacher's family.

New Provisional schools were established at Coalbank, Moola, and Ashlea during the year, and one at Greenwood, near Oakey, is in course of erection.

## INTERNAL ORGANIZATION.

The number of teachers employed in State and in Provisional schools respectively is shown in the following table:—

SCHOOLS.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.		TOTAL.
	Male.	Female.	Male.	Female.	Male.	Female.	—
State ... ..	27	0	13	21	9	9	79
Provisional ... ..	25	37	0	0	0	0	62
	52	37	13	21	9	9	141

The classification of teachers is shown thus:—

HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.				
Class II.	Class III.	Class II.	Class III.	P.T. (4).	P.T. (3).	P.T. (2).	P.T. (1).	On Probation.
14	13	0	34	2	8	2	3	3

Each Provisional school is conducted by an unclassified teacher. Some of these schools, judging from the average daily attendance for the month previous to inspection, appear to warrant conversion into State schools. Such are Stonehenge (36·5), Warooby (33·2), Bollon (30·1). Their average daily attendances for the previous year were 34, 28, and 30 respectively, which seems to indicate doubt of the wisdom of changing their status, more especially when their enrolment is considered.

Up to the time of writing this report, 11 State and 23 Provisional school teachers have been transferred since the inspection of the previous year. Three head teachers in addition were offered transfers, but preferred to remain in their present schools. Twenty teachers of Provisional schools teach at or near their homes. In schools other than those mentioned there are six teachers of Provisional schools who have taught in this district for three years or longer, and of these two only can be considered to reside in the far West.

Towards the close of the year the Department lost a faithful and conscientious worker by the death of Mr. James Carmody, the head teacher of the Mitchell State School. He was transferred to this school at his own request, as he thought the climate of the West would be beneficial to his health, which had been failing for some time. By his unassuming manner, and his interest in his school and in local affairs, he became very popular during the short time he was in Mitchell.

The two newly appointed itinerant teachers for the Central-West and North-West portions of the State—Mr. W. T. West, of Muckadilla, and Mr. A. Hunter, of Macalister—were selected from this district, owing to their special fitness for such work.

## GOVERNMENT.

The general condition of three State and three Provisional schools was reported as unsatisfactory. The head teacher of each school was advised officially in a kindly way to strive to improve existing conditions so that on the next visit of the inspector a better report would be obtained. Of the State school teachers one has since resigned. In this case I think his action was to the advantage not only of the Department but also of himself. In every instance where schools did poorly at inspection it was very evident that the discipline was weak, but invariably kind—too kind, in fact. Pupils in these schools made no special effort to show what they knew, and did not seem to mind much whether their work was correctly done or not. The relations between teachers and subordinates were harmonious. In the larger schools a good *esprit de corps* exists, which invariably aids the effectiveness of the teaching and the discipline. Some teachers apparently do not know, or do not recollect, that there are two kinds of attention—apparent and real. It is the latter which skilful teachers secure. To the casual observer a class may appear attentive, but the experienced teacher always has means at his disposal to ascertain whether its members are interested in the work. If the teachers strove to secure the asking of questions by their pupils during lessons it would be greatly to the advantage of scholars. I am of the opinion that this valuable aid to teaching does not receive the attention its importance warrants, and that in some schools the attitude of the scholar is mostly one of passive receptivity. A school in which the children's faces have no interest written upon them cannot be considered modern in the true sense of the term.

There are a few teachers of State schools in this district who possess good ideas and strive to execute them, but who live too much to themselves. It is evidently their nature or desire to live socially apart from their community. Their action forbids the making of friends, and, in consequence, they are not known to the people. One indiscreet act may be the means of the residents becoming hostile to such teachers. When this happens the usefulness of the teacher becomes limited. Where the teacher has little or no interest in the community, how can he expect it to take an interest in his school?



Writing generally, the teachers of the district are enthusiastic, assiduous, and faithful in the performance of their duties, and are anxious to put into practice any hints or suggestions offered to them during inspection, which will render their teaching more effective. They strive to make their pupils happy and contented, and take an interest in their out-door games.

Much is being done by example and precept towards the formation of character, but "the home is, or ought to be, the most central force of education. The child spends here his most impressible years. Home life should jealously guard and foster the best things of childhood, naturalness, simplicity in manner and dress, courtesy—not only to superiors, but to servants. A child should be trained not only to receive but also to give kindness. Sympathy for the poor and unfortunate should be awakened, and he or she should have experience in judicious acts of giving. Many children are thus, until they are trained to be otherwise, or, in other words, become conventionalized."

Unselfishness is the highest aim of all moral training.

#### ATTENDANCE.

The number of pupils in all schools inspected by me was 4,521, and the number present during inspection 3,710, equal to 82.0 per cent. of the enrolment. The quality of attendance was not quite so good as in 1905, when it reached 83.3 per cent. of the enrolment. The early part of the year was exceptionally wet, and the attendance suffered from this cause. During September and October similar climatic conditions prevailed. Harvesting operations kept many children from school whose services were useful in the field while the wheat crop was being gathered. This is unavoidable where parents are not in a position to employ labour, and it will most probably continue to occur during this busy time of the year until settlers can afford to dispense with the help of those of their children who otherwise would be at school. The quality of attendance for the quarter immediately preceding inspection was below moderate—i.e., 50 per cent. in 10 State and 18 Provisional schools.

The average daily attendance was below 12 for the month preceding inspection at the following schools:—Cecil Plains (11.6), Windorah (11.5), Ringing Plains (11.4), Mungallala (11.3), Hill-top (11.1), Spring Flat (11.0), Dareel (10.6), Tipton (10.5), Six-mile Camping Reserve (10.5), Angellala (10.4), Yee-am (9.9), Yamsion (9.4), Riversdale (8.9), Duffy's Camp (8.8), Irvingdale (8.8), Mocatt's Corner (8.4), King's Tent (8.2), Wallal (7.7), Cooper's Creek (7.9), Blaxland (7.6), Wangary (7.4), St. Ruth (4.8), and Jimbour (4.6).

#### INSTRUCTION.

In the larger schools of this district the younger pupils are now in charge of experienced assistant teachers, who generally are kind, gentle, and sympathetic, and strive with charm of manner and a fair degree of skill of presentation to interest and teach those entrusted to their care. An improvement is noticeable in the telling of stories and in the picture talks. Not every teacher is a skilful teller of stories, but it is almost an essential to good teaching. It gave me great pleasure to listen to the oral story telling by pupils in a few schools. It is excellent practice. It is rare nowadays to find a teacher prolix or uninteresting. Scholars have acquired the habit of answering in complete sentences. There is danger that the answers may develop into a stereotyped form, and not express continuity of thought. Whether such answers should be demanded from older children is questionable. Those of good society are the most natural, and, as a rule, the most effective. In several schools the questioning was not always sufficiently definite. Neither was it at all times comprehensible. To question well is to teach well. Very often questions are asked in such a manner as demands little thinking on the part of the scholar to answer them correctly. Young teachers are expected year by year to improve in the art of questioning. When they commence their pupil-teachership they naturally know no other method than that of oral presentation, and rely almost entirely upon it. The institution of criticism lessons at this stage is indispensable if the pupil-teacher is to acquire that proficiency requisite to frame questions in a manner to stimulate clear, vigorous thinking. Questioning is the weakest part of the work in most Provisional schools. At the same time, considering that teachers of such schools have had very limited experience under qualified instructors, the work many of them are doing is creditable. In the best-conducted schools in the district useful and valuable lessons are given in Nature Study. Pupils are beginning to observe correctly, and are able to write with fair success the results of their observations. At one school two very little boys showed me a small bag of wheat they had gathered from their little plot in the school ground. They could talk splendidly about it for little fellows. They remembered what they had planted the seed, and could talk intelligently about the growth of the plant and the weather had experienced during its growth. They were quite eager, alert, and enthusiastic concerning the experiment. Next year they intend to cultivate a larger plot and extend their operations. The weakest part of the composition lay in the writing of letters. Little fault could be found with the punctuation of the body of the letter, but that of the remaining parts was almost entirely omitted in some schools. Practical, resourceful teachers are instructing their pupils in arithmetic of the actual buying and selling which obtains in the store, railroad office, factory, bank, &c. Some, unfortunately, have allowed their work in arithmetic to become so mechanical that they find it extremely difficult to get out of the old groove, and depend more or less upon problems and examples having no direct bearing upon what is going on locally. There is improvement, however, in the teaching of the subject. Every teacher is doing something towards forming good habits in his pupils, which is probably the most practical, if not the most important, end. A few of the weaker teachers in charge of Provisional schools depend almost entirely on the "Good Manners" chart. It has been my experience to listen to children repeat in parrot-like fashion pretty well the whole of the information contained on that chart. Such labour is reprehensible. Brush-drawing is attempted in few schools. Where it is taught pupils paint well, and are fond of it. I should like to see more teachers introduce this branch of drawing into their schools. I think the idea that it is a difficult subject to teach prevails in the minds of most who have not yet attempted it but I assure them that such is not the case. The school in this district which excels in this particular work

## REPORT OF MR. DISTRICT INSPECTOR FOX.

Cleveland, February, 1907.

SIR,—I have the honour to submit my Annual General Report for 1906.

## DISTRICT.

For the fourth year in succession I had charge of the Northern District, which extended from Thursday Island to Boulia, and included all the schools in the far North and North-west of Queensland. Its limits were almost the same as in 1905, although early in the year 7 schools near Cloncurry, previously included in the Kennedy District, were added to my list in exchange for about the same number situated along the Northern Railway Line.

In this district, at the close of the year, there were 33 State schools, 52 Provisional schools, 2 technical colleges (Cairns and Croydon), and 4 denominational schools.

During the year the opening up of new mining fields and fresh areas of agricultural land occasioned a considerable increase in the number of Provisional schools. New ones were established at Almaden, Mount Molloy, O.K., and Trebonne; and in December another was ready for occupation at Garrumba. In addition to these, the old schools at Einasleigh, Friezland, and Rossville, after undergoing periods of suspension, were also brought into operation.

Two overgrown Provisional schools—Atherton and Stannary Hills—were superseded by State schools, and a full-time school took the place of the two half-time schools on the Woolgar.

The practical desertion of the old mining township of Montalbion brought with it the closing of the school and the removal of the buildings. Yelvertoft school was also closed, and, after a long precarious existence, that at Lancelot suffered the same fate.

With the exception of four weeks' leave of absence for recreation, the whole of my time was spent in the discharge of my usual inspectoral duties. The ordinary work of school inspection commenced on 9th March and terminated on 14th December. Eighty-four departmental and four denominational schools were inspected by me. Visits were also paid to the two technical colleges. I was unable to visit Boulia and Urandangie this year, owing to pressure of time. Trebonne was also omitted, as it was not opened till after I had left the neighbourhood. I had no time for second inspections.

In consequence of the vast extent of my district, travelling, much of which was necessarily night and Sunday work, took up a large amount of time, and the distance journeyed in paying a single visit averaged over 70 miles.

The number of pupils enrolled in the primary schools inspected was 5,471, and the number present during inspection 4,753, equal to 86 per cent. of the enrolment. Of the pupils enrolled, 3,680 belonged to State, 1,258 to Provisional, and 533 to denominational schools.

## MATERIAL ORGANIZATION.

At Chillagoe and at Irvinebank, where the growing attendance had occasioned considerable overcrowding, provision was being made to supply the accommodation needed. The building at Friezland is only a makeshift. A new schoolhouse will probably before long be substituted for the ruinous old structure at Gilbert River. Extensive improvements have been sanctioned at Cloncurry. In other places the school buildings afford, on the whole, sufficient and suitable accommodation for the pupils in attendance.

Undiminished interest is shown by both teachers and scholars in the cultivation of flowers and other ornamental vegetation at their schools. Halifax possesses the best-kept and most attractive grounds in my district. Very many others have small areas divided into garden plots, each under the care of one or more scholars; and where outside gardening is impracticable collections of plants are frequently grown in pots or boxes on stands erected on verandas. Year by year this commendable practice is becoming more general, but, so far, no agricultural experimental work is undertaken in any school.

## INTERNAL ORGANIZATION.

In the 33 State schools the adult teachers employed numbered 75. Their classification is shown in the following table:—

	CLASS II.		CLASS III.		UNCLASSIFIED.	
	M.	F.	M.	F.	M.	F.
Head Teachers ... ..	11	1	18	1	1	1
Assistants ... ..	0	1	18	20	1	2

Twenty-four pupil-teachers (8 males and 16 females) were also employed. Thus, in State schools the instruction of 3,680 scholars was carried out by a total of 99 teachers of all grades.

Queensland. A few Provisional schools, one of which, Table Top, deserves special mention, have done well, but by the great majority of them not much is attempted. At one small school on Goode Island the head teacher, herself unacquainted with drill, had enlisted the services of one of her pupils, a lad trained in a Brisbane school. Under her supervision he had not only taught a good many of the exercises, but also the songs with which the movements are usually accompanied.

#### SPECIAL OBSERVATIONS.

The following schools are deserving of mention for the soundness of the work done, and for their creditable general condition:—Atherton, Croydon, Cairns, Golden Gate, Herberton, Kuranda, Mulgrave, and Watsonville. Croydon and Golden Gate are specially noteworthy for the attention given to the professional training of their assistants and pupil-teachers. Irvinebank school owns one of the most complete collections of mineral specimens found in any of our public schools. It was left there by a former head teacher. Unfortunately, the present teacher in charge does not possess the necessary scientific knowledge to enable him to make use of the valuable material at hand. At Tate Tin Mines a school savings bank is conducted by the head teacher. At the time of my visit it was in a flourishing condition, and the total amount standing to the credit of its ten juvenile depositors exceeded £25. Under the Minister's scheme of prizes for agricultural and garden work, prizes were awarded to the following schools:—First, Halifax; second, Herberton; third, Golden Gate.

I have, &c.,

CLEMENT L. FOX, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

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### NEW CLASSES AND SUBJECTS.

It is satisfactory to note evidences of a change in public opinion regarding the subjects which should rightly occupy the most-considered positions in the system of technical education in this State. New classes established in any centres have without exception been those possessing decided bearing upon industries. Practically all concern shown by the managing bodies, too, has been regarding such subjects. In Croydon, the subjects are all intimately connected with mining. Mining subjects have been introduced at two other centres; all arrangements are now complete for the opening of a complete mining course at a third centre; while, at a fourth, it is hoped that a similar course may be established during the present year. In nine colleges, classes have been established bearing upon the dairying industry. The initiation of these classes and the support received give warranty for the belief that public opinion is moving, and that a degree of intimacy between industries and education is being established. That is, that the nature of education meriting the name "Technical" is being more generally apprehended.

### STUDENTS.

During the year 1906, as shown in tables appended, 4,321 individuals entered themselves as students on the books of the technical colleges. This is an increase of 150 upon the total for the year 1905. This number of students gave an average enrolment per term of 2,500·8, an increase of 160 upon the average enrolment per term during 1905. The one feature, however, which can give us a reliable indication of any serious attitude towards technical college work is the number of students who attended the colleges each for all the terms of the year. During 1906, 918 students each attended a course throughout the whole year; while, in addition, 852 students attended complete courses in subjects, which courses, however, were not in operation throughout the whole college year. It is satisfactory to note that, while the increase in the numbers of individuals was 3·6 per cent. only, the number of students who remained students of colleges throughout the whole year increased by 13·4 per cent.

There are students imbued with the idea that to attend at a technical college for a short term is to acquire a technical education. It must be the object of technical colleges to remove that idea. Presumably a student attends to become more efficient in his chosen business, trade, or profession. It can be stated as a fact of almost universal application that an attendance over one term can give at most but a superficial glance at a subject, and that in most subjects it will not bring a student by any degree nearer the application of the knowledge.

A student should enter a college fully persuaded that if appreciable good is to be obtained he must be sufficiently prepared, and that if his attainments are below the standard required for the course he elects to pursue, the defect in his previous education should first be remedied. He must know, too, that a course, which has for its object the fitting of students for practical work, may comprise several subjects, and that the disregard by him of one of these subjects means a decrease in his ultimate efficiency.

The 1,770 students who, during 1906, in their respective subjects attended classes for the whole period during which they were held, are those concerning whom we may definitely aver that they benefited by the existence of the technical colleges. The number is small; but it represents some nucleus of students sincere in their desire for further education. With the extension of public opinion as to the necessity for technical education that number will increase and it must be our aim to encourage its increase—to still further decrease the disparity between the number of full-year students and the total number of individuals.

### ENDOWMENT.

On 1st January, 1906, the differential scheme of endowment came into operation. Aid had previously been given, having regard only to the amount raised locally. The new scheme with the object of granting increased aid in support of those subjects, the teaching of which has the greater bearing on the development and industries of the country, took into consideration the nature and purpose of the instruction in the various subjects. With increased endowment came an increase in the responsibility of the Department to the State. From the date of the introduction of the scheme of endowment the names and qualifications of all proposed teachers have been submitted for the Minister's consideration. This has had the effect of securing a higher standard of teaching ability in the colleges. It was necessary also that there should be adherence to more defined scheme of work. Colleges were, therefore, expected to follow in the case of every endowed subject the approved Syllabus of Instruction, and to provide adequate apparatus for its teaching.

The effect of the scheme has been salutary in giving colleges direction as to the relative importance of subjects, and it has been satisfactory from the point of view of the State in that it has promoted the teaching of subjects the study of which is essential to the efficiency of the future men of the State. Thus the State expenditure on account of the teaching of chemistry during 1904 was £98; in 1905, it rose to £171; but in 1906, the amount increased to £948. Similarly, the endowment paid on account of the teaching of electricity—which was in 1904 £76, and in 1905 £83—was in 1906 £318. The scheme of endowment appears to have acted similarly in the departments of mathematics, agriculture, geology, mineralogy and mining, and physics. The nature of these increases is in accordance with anticipations. Acting as an inducement to the establishment and maintenance of classes in subjects peculiarly necessary in this State the scheme of endowment appears to be serving its purpose.

Good work in the subjects intended to be fostered by it meets with higher aid under the scheme. This in its turn renders the task of the management in the matter of equipment and general provision for classes less arduous than previously.

It is obvious that employers and parents occupy the commanding position; industrial success is dependent upon technical knowledge; the dissemination of technical knowledge depends upon the appreciation of its value by parents and employers. To the latter we must look both for the creation of a public opinion as to the necessity for technical instruction, and for that necessary intimacy between education and industries. Without clear definite appreciation of its purpose and the circumstances governing its nature, technical education is nothing; but, given apprehension by the general public of the full import of the question, the standard of instruction must rise to the level of the imperative trade and professional demands; instruction will not be, principally, of students of detached subjects, but courses will be complete, and the supply of students of those courses will be in proportion to the accessions to the ranks of the trades and professions for the training of the members of which they have been instituted.

With such support and development, the status of the technical colleges will rise; the grade of the instruction will become more fixed; the standard of previous attainments required as preparatory to the undertaking of the various courses will gradually become a fixed known quantity; work will become more technical, less primary and secondary.

A line of clear demarcation is possible between technical and other branches of education. While it is not possible to say that in these institutions the technical education of this State is given, and in those, the non-technical, yet it is possible to so order things that in certain buildings technical education only shall be given. It may appear material, but, of the two great sentences "Man shall not live by bread alone" and "In the sweat of thy brow shalt thou eat bread," consideration of both of which must govern decisions as to primary and secondary education. Technical education is concerned only with the latter. All branches of education contain some elements of the technical; but there can be no doubt as to the peculiar function of a technical college.

By the too intimate association of secondary and primary instruction with technical education, the true nature of the latter is obscured. The giving of knowledge and the teaching of its application are the functions of technical colleges. At the present time much of the best work produced in technical colleges may properly be classified as of a secondary character. This is not the true function of a technical college, but all work earnestly attempted and thoroughly accomplished is to be warmly welcomed. Conditions will only very gradually be modified, and that this is so is to be both expected and desired.

But an insistent duty lies with the technical colleges. With the growth of commercial and industrial appreciation of college courses must be shown an aptitude on the part of the colleges to meet trade requirements. Not only is it to be desired that industries should seek the assistance of technical institutions, but these institutions must look to it that their bearing upon everyday life is patent. The cultivation of the assistance of one by the other must be mutual. The closest association between technical education and the industries is necessary, but it must be sought by both. Every assistance that can be rendered by a technical college must be eagerly given.

Constant education of students as to the necessity for preliminary training and constant urging upon them of the necessity for continuity of studies must proceed. Thoroughness must be the characteristic of instruction and equipment.

That degree of preliminary education which is essential to entry into a trade should constitute the preliminary requirements necessary to entry into those technical college courses established as complementary to trade practice. Such preparatory training cannot at the present time be insisted upon as compulsory, but the need for it will gradually be seen, and corresponding action will be taken by the people themselves. The bulk of the work undertaken in a college gives the stamp of its nature to the whole institution. While the standard of this is not high, the need for previous preparation does not suggest itself as imperative. With a gradual raising of the character of the work, so will the idea present itself to the people of the necessity for their adequate preliminary preparation to take advantage of the courses offered, and so will advice to the same effect given by directors of colleges gain in weight.

Requisite preliminary attainments will vary with the courses. Our courses will include trade courses, such as, for example, woodwork and the allied branches. For these, an elementary education obtained at the primary school, or at the primary and continuation schools, will suffice to give the requisite previous knowledge.

Differing from the above are the science courses, such, for example, as the mining course, or the metallurgical, or the electrical course. For these courses, a preparatory training including the elements of science and mathematics is desirable—such a training as would be comprised in a primary and secondary school course.

In all courses, the specialised study should begin in the technical college. If attempted before that, it can be but at the expense of general training; and an attempt to enter upon the study of a course involving the application of indispensable preliminary knowledge, where such preliminary knowledge is not possessed, is to court failure in the case of an individual, and to act to the detriment of a class as a whole. There must be sound healthy foundation, if the process of further education is to resolve itself into the necessary absorption into "the unity of mental possessions."

The responsibility of the colleges falls not far short of the employers'. Every inducement must be practised to promote continuity of studies, and every means taken to ensure thoroughness—with the avowed object of raising the industrial efficiency and earning power of our people.

Previously to the era of technical education, our education strove towards culture, and givers and receivers hoped and trusted that use in application would be produced as a by-product. Now, to quote Professor Ashley, of the Birmingham University, "Let us not be ashamed to aim at utility, and let us trust that culture will appear as a by-product. It will, if the avowedly utilitarian subjects are taught sensibly."

R. McL. RIDDELL, Inspector of Technical Colleges.

The Under Secretary, Department of Public Instruction, Brisbane.

## SUMMARY—ARRANGED ACCORDING TO COLLEGES.

College.	Entered.	Sat, but did not complete Examination.	Sat.	Honours.	Credit.	Pass.	Failed.
Bowen ... ..	5	...	5	...	...	2	3
Brisbane ... ..	372	2	290	54	75	74	87
Bundaberg .. ...	57	...	55	24	11	9	11
Cairns ... ..	7	...	5	...	1	3	1
Charters Towers ... ..	97	8	78	17	25	18	18
Gympie ... ..	13	...	12	2	...	4	6
Ipswich ... ..	116	1	103	22	22	28	31
Mackay ... ..	36	...	26	...	2	11	13
Maryborough ... ..	21	...	21	1	4	5	11
Mount Morgan ... ..	36	...	33	2	7	17	7
Rockhampton ... ..	121	2	112	15	13	42	42
Sandgate ... ..	11	...	11	4	5	1	1
South Brisbane ... ..	296	2	234	38	45	67	84
Toowoomba ... ..	120	...	103	7	5	40	51
Townsville ... ..	78	1	62	10	18	20	14
Warwick ... ..	22	...	16	4	6	3	3
West End ... ..	31	...	17	...	6	4	7
TOTALS ... ..	1,439	16	1,183	200	245	348	390

## SUMMARY—ARRANGED ACCORDING TO DEPARTMENTS.

Department.	Entered.	Sat, but did not complete Examination.	Sat.	Honours.	Credit.	Pass.	Failed.
Art ... ..	271	...	224	10	18	86	110
Commerce ... ..	496	...	435	52	70	149	164
Trades ... ..	46	2	33	14	10	3	6
Mathematics ... ..	84	...	72	9	16	21	26
Physics ... ..	19	...	17	4	3	3	7
Chemistry ... ..	12	...	6	...	...	1	5
Electricity ... ..	42	...	36	4	8	7	17
Geology ... ..	21	...	17	5	8	3	1
Mechanical Engineering ... ..	100	14	72	14	13	24	21
Agriculture ... ..	22	...	18	8	7	3	...
Health and Sanitary Science ... ..	46	...	40	...	12	13	15
Domestic Science and Art ... ..	262	...	203	75	78	32	18
Revisal ... ..	18	...	10	5	2	3	...
TOTALS ... ..	1,439	16	1,183	200	245	348	390



The average for the previous year was 241, of whom 48 were State scholars and 10 Trustees' scholars, so that the falling off of 6 in our total numbers is more than accounted for by the reduced number of State scholars.

The average daily attendance was 95·8 per cent. The head master furnished to the Trustees, after detailed examination of the classes, a personal report upon the work of the different masters in their several subjects at the close of the year.

The following extracts from the head master's annual report in December, 1906, supply information on various points in connection with the work and progress of the school.

#### UNIVERSITY AND OTHER PUBLIC EXAMINATIONS.

##### 1. *Sydney Senior*, 1906.

We sent up 6 candidates, of whom 5 were successful in an average of 9·4 subjects, of which 1·4 were A's, 3·2 were B's, and 4·8 were C's. Four out of the five obtained matriculation in the Medical and Engineering School of the University. H. S. Walsh has been awarded the third Queensland University Exhibition.

##### 2. *Sydney Junior*, 1906.

For the Sydney Junior of 1906 we entered 45 candidates, of whom 34 passed in an average of 5·8 subjects. This is the largest number that have passed in the history of the school. T. R. Pearce won the silver medal for arithmetic, and H. J. Armstrong was prox. acc. The best pass in the school was obtained by R. M. Rice.

##### 3. *March Matriculation*, 1906.

In the March Matriculation we passed 3 candidates for the Medical Matric., 1 for the Engineering Matric., and 1 for the Arts course—in fact, all we sent up.

##### 4. *Civil Service and other Public Examinations in Queensland.*

Two Gatton bursaries were won by pupils from our classes. One boy passed the Solicitors' preliminary, one the Bankers' Institute examination, two won places in the Queensland Civil Service. The Senior Essay Prize of the Queensland National Association, and the Senior Essay Prize of the Society for the Prevention of Cruelty, fell to the school, as also did prizes for mapping, drawing, and writing in the Queensland National Exhibition.

##### 5. *University Honours and Prizes Won by Old Boys at the University in 1906.*

###### EDINBURGH.

- R. M. Allan, First Year Medicine, First Class Honours, and Medal in Practical Chemistry, First Class Honours in Anatomy and Physics, Second Class Honours in Chemistry.
- J. A. Campbell, Second Year Medicine, First Class Honours and Medals in Physiology and Systematic Surgery; First Class Honours in Experimental Physiology, Chemical Physiology, Practical Anatomy, and Practical Surgery.
- C. A. Thelander, Fourth Year Medicine, First Class Honours.

###### SYDNEY.

- N. de H. Rowland, LL.B. Degree, with First Class Honours and University Medal.
- C. P. Sapsford, M.B. Degree.
- G. H. S. Lightoller, M.B. Degree (with credit).
- M. A. Hertzberg, B.A. Degree and Intermediate L.L.B. Examination.
- G. A. Brookes, Third Year Medicine, Harris Scholarship for Anatomy and Physiology.
- G. F. Davidson, First Year Engineering, Levey Scholarship for Chemistry and Physics, Slade Prize for Practical Physics, Second Class Honours in Mathematics.
- S. Castlehow, First Year Arts, Cooper Scholarship No. III. for Classics, Struth Scholarship at St. Andrew's College.
- G. A. Sampson, Second Year Medicine, High Distinction in Organic Chemistry.
- W. J. Sachs passed Sydney Engineering Matriculation Examination.
- E. B. Walker, Scholarship at St. Andrew's College.

###### MELBOURNE.

- J. G. Avery, M.B. Degree, with First Class Honours in Surgery, Gynaecology, and Obstetrics; Second Class Honours in Medicine.

###### CADETS.

The cadets have maintained their full numbers during the year, and were praised for their steadiness and fine physique by General Finn at his inspection in July, and again by our Commandant Colonel Lyster, in November. In shooting, we won the Cadet Shield in the aggregate quarterly competitions, and 16 out of the 26 cadet prizes in the cadet matches of the Queensland Rifle Association, while in the International Team Match Officer Cadet Wassell came first in the Australian Native team, and Colour-sergeant Plant won the Rockhampton Match against all comers. In the Empire Match our team, under great disadvantages in the matter of practice, was first of the Australian schools.

5. "*Old Girls*" at the Universities.

## EDINBURGH.

E. McLeod, First Year Medicine.

## SYDNEY.

Ida F. Bourne, B.A. Degree, Third Class Honours in Mathematics.

Clara Smith, Second Year Medicine.

Ethel Parnell, Second Year Medicine.

Daisy Culpin, Third Year Arts.

Muriel Ramsay, First Year Arts.

## MELBOURNE.

Mabel Wedd, B.A. Degree, Second Class Honours in Classics.

Muriel Lavarack, Third Year Medicine.

## PHYSICAL CULTURE.

Gymnastics and swimming form part of the school curriculum. Tennis is the favourite recreation, and the three courts are in constant use.

## LIBRARY.

The school library (reference, history, travel, poetry, biography, and fiction, &c.) contains 684 volumes.

I have, &c.,

JOHN L. WOOLCOCK, Chairman of Trustees.

The Under Secretary, Department of Public Instruction, Brisbane.

## IPSWICH BOYS' GRAMMAR SCHOOL.

May, 1907.

SIR,—I have the honour, on behalf of the Trustees of the Ipswich Boys' Grammar School, to submit a report of the progress of the school for the year ended 31st December, 1906.

## GOVERNING BODY.

*Visitor :*

His Excellency the Governor.

*Trustees :*

William Tatham, Esq. (Chairman).

The Hon. J. W. Blair, M.L.A.

Dr. J. A. Cameron.

W. H. Foote, Esq.

H. J. Gray, Esq.

W. Haigh, Esq.

C. W. Louis Heiner, Esq.

*Secretary to the Trustees.*—W. Field.

## STAFF.

*Head Master.*—C. A. Flint, M.A. (Sydney), University Scholar in Mathematics. Late Head Master, Coorwull Academy; sometime Assistant Master, The King's School, Parramatta, and Tutor of St. Andrew's.

*Assistant Masters.*—R. A. Kerr, M.A. (Melbourne), Mathematical Exhibitioner, Finals, 1898; W. J. Foote, M.A. (Melbourne), Classical Exhibitioner, Finals, 1901; A. H. Shuttlewood, Oxford University; R. H. Johnston, F.V.C.M., F.G.C.M., Music Master.

Ipswich is a wealthy city, and yet the country districts within easy distance of it have actually passed more boys through the "senior" than has the city itself. This, the only hallmark of higher education that we have at hand in the State, should not surely be despised by this "Modern Athens," even if it does not seem to think the subject of a university worthy of a moment's consideration. . . . A point to be remembered by those who regard the grammar schools as class institutions is that, by the aid of Trustees' and Government scholarships, it will soon be possible for over forty boys to be receiving free education in this school. . . . No more written testimonials will be given to boys, but a printed leaving certificate, signed by the Chairman of Trustees and the Head Master, will be given to all who have been at the school for a minimum period of eighteen months, and who have not forfeited their right thereto.

#### EXAMINATIONS.

##### I. *Sydney Junior*, 1906.

In the Junior thirteen boys passed, averaging 6.1 subjects each—all B's. Roderick's pass of five A's and two B's was excellent, and compared well with the two B's and four C's obtained by a classmate to whom he had played second fiddle, and who left us to be finished off at another school.

##### II. *Sydney Senior*, 1906.

The Senior results credit our two successful candidates with 9.5 subjects—averaging a B each. Both these boys will be well under "Exhibition" age in December next. They have already matriculated in all the Faculties.

##### III. *Public Service, &c.*

Three boys gained positions in the Queensland Public Service, and one of these also topped the A.M.P. Examination.

Another boy passed the Science Matriculation of the Sydney University in March.

##### IV. *Old Boys' University Honours, &c.*, 1906.

Kennedy, Hans, First Year Arts.

Haigh, Arnold, First Year Engineering.

Jones, S. E., First Year Medicine; First Class Honours in Biology; Second Class Honours in Chemistry; Third Class in Physics.

McGill, Alec. D., Second Year Arts; Second Class Honours in Latin and Greek.

Thompson, Harold L., Third Year Engineering, with distinction; the Kilburn Scott Prize for Electrical Engineering, and the Barracrough Prize for a Mechanical Engineering Essay.

#### *University Exhibitions.*

While on the subject of examination results and prizes, I should like to offer the opinion that we should get better returns from our Queensland Exhibitioners if the awards were made on proficiency in certain separate branches of learning, such as languages, mathematics, and science (always provided that the candidates matriculate), instead of making them depend on all-round proficiency, which is often a synonym for all-round mediocrity. It frequently happens that the very best language scholars never get a chance, owing to a rooted objection to, or lack of ability in, say, mathematics, and *vice versa*. Why not reduce the maximum number of subjects allowed in the "Senior" to seven or less, and so arrange that they shall be of equal value? That all-round excellence does not presage future genius seems to be shown by the following fact:—That in the last two Final Honour Examinations in Arts at the Sydney University the men scored four first classes to every one obtained by the women, due allowance being made for the small difference in the numbers of the sexes. Now, no boy in Queensland can explain this fact by saying that he starts his university course ahead of his sister, for she beats him every time. The explanation is probably to be found in the earlier maturing of the feminine mind, which enables it to grapple successfully with anything, as well as to the girls' superior industry in attacking uncongenial work. Anyhow, it goes to show that the all-round candidate seldom gains the distinction reserved for his lop-sided brother.

#### *School Curriculum.*

We are now giving greater freedom in the selection of subjects. Every pupil must take up one subject out of each of the following sections; a first class in any two of them will secure a prize:—The sections are: I. English—Language and Literature; II. Latin or Greek or French or German; III. Mathematics; IV. Another Language, or Bookkeeping and Business Methods, or any two of the following:—Ancient History, European History, Conics, Mechanics. In the Science and Commercial sections four lessons a week are given in each subject—time enough, indeed, to make them of much practical use. All the groups, moreover, are of equal value, so that no student will be handicapped by reason of his choice.

I have, &c.,

W. TATHAM,

Chairman of Trustees.

To the Under Secretary, Department of Public Instruction, Queensland.



properties have always been kept and are in first-class order. Furniture, &c., is also depreciated at 5 and 10 per cent., and the linen at 25 per cent. The sum of £1,574 8s. 11d. has been spent upon furnishing; the present value shown being £1,065 13s. 2d., and linen and bedding £113 2s. The Trustees conduct the boarding under their own housekeeper.

#### ATTENDANCES.

The average number on the roll was 74; average attendance, 93 per cent.

#### PUBLIC EXAMINATIONS.

Twelve candidates were presented for the Sydney Junior in June, all passed, one candidate sharing the "Fairfax" prize, and another being named as "*proxime accessit*."

Two candidates sat for the Sydney Senior in November, and both passed in all subjects presented (ten each). Miss Ballantine, Fairfax Junior Scholar for 1904, received the Senior Fairfax and Queensland Exhibition.

Sixteen candidates were examined in Music by the Examiner of the Associated Board, and were all successful in their various classes.

*Federal Public Service*.—One pupil entered and passed.

*Former Pupils*.—Miss Mabel Norris gained a Queensland Exhibition, also Queen Victoria Scholarship, and entered on the Arts Course of Sydney University.

Miss McLean passed with honours in the third year of the Sydney Medical Course.

Miss Watson completed the course for the degree of B.A. with honours in Latin and Greek.

Miss Dunlop completed her Arts Course March, 1907, with honours.

Miss Innes passed fourth year of Medical Course at Edinburgh.

I have, &c.,

W. TATHAM, Deputy Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

#### MARYBOROUGH BOYS' GRAMMAR SCHOOL.

8th May, 1907.

SIR,—I have the honour, on behalf of the Trustees of the Maryborough Boys' Grammar School, to submit a Report on the affairs of the school for the year ended 31st December, 1906.

#### GOVERNING BODY.

##### Visitor:

His Excellency the Governor.

##### Trustees:

H. J. Hyne, Esq. (Chairman).

T. Morton, Esq. (Vice-chairman).

R. Jones, Esq. (Hon. Treasurer).

G. H. Burn, Esq.

W. F. Harrington, Esq.

Jas. Hockley, Esq.

Geo. Horsburgh, Esq.

*Secretary*.—James Marsden.

##### STAFF.

*Head Master*.—James Thomson, M.A., Aberdeen University.

*Assistant Masters*.—J. T. N. Wallace, B.A., London University; D. Pryde, B.A., Cantab.; C. George, M.A., Aberdeen University; Miss G. Morton, Sydney Senior Public Examination.

#### FINANCE.

(a) *Income*.—The total income for the year was £2,229 8s. 5d., derived from the following sources:—

	£	s.	d.
State scholars' fees ... ..	168	0	0
Other pupils' fees ... ..	1,186	12	6
Endowment ... ..	825	0	0
Interest on Melville bequest ... ..	49	15	11
	<hr/>		
	£2,229	8	5

(b) *Expenditure*.—The total expenditure amounted to £2,355 7s. 6d. The 10 per cent. reduction in all the salaries was continued throughout the year, and other economies exercised; but, owing to the diminished endowment, the year ended with a deficit of £125 19s. 1d.

## MARYBOROUGH GIRLS' GRAMMAR SCHOOL.

8th May, 1907.

SIR,—I have the honour, on behalf of the Trustees of the Maryborough Girls' Grammar School, to submit our Annual Report on the affairs of the school for the year ended 31st December, 1906.  
The governing body is the same as that of the Boys' Grammar School.

## STAFF.

*Head Mistress.*—Miss C. E. Bourne, Honours Higher Local Examinations, Cambridge University; formerly of Eisenach and Dresden Public Schools.

*Assistant Mistresses.*—Miss E. M. Morgan, L.L.A., Honours St. Andrew's University, Certificate in Honours Higher Local Examinations, Cambridge University; Miss J. N. Sutton, R.A.M., London, Honours Higher Local Examinations, Cambridge University; Miss L. M. Armitage, M.A., Melbourne University; Miss F. I. Bourne, B.A., Sydney University.

*Special Teachers.*—Music: Miss Sutton, R.A.M. (Lond.), Miss E. Wiles, and Herr Geyger. Drawing and Painting: Miss Morgan. Calisthenics: Miss McGhie.

## ATTENDANCE.

There were 56 pupils on the roll, including 16 boarders and 6 past pupils for special subjects, and 2 State scholars. The average daily attendance during the year was 48 pupils.

## FINANCE.

The total income for the year was £2,888 19s., derived from the following resources:—

	£	s.	d.
State scholars' fees	...	...	...
Other pupils' fees and music	...	...	...
Boarding fees and books and stationery	...	...	...
Endowment	...	...	...
Interest on Melville bequest	...	...	...
	£2,888	19	0

The total expenditure amounted to £2,542 16s. 4d. The reduction of 10 per cent. of the salaries was continued throughout the year.

The exterior of the school buildings was painted during the Christmas holidays.

The head mistress in her report for 1906 showed the classification of pupils to be as under:—

State scholars	...	...	...	...	...	...	...	...	2
District scholars	...	...	...	...	...	...	...	...	8
Trustees' scholars	...	...	...	...	...	...	...	...	16
Paying pupils	...	...	...	...	...	...	...	...	24
Paying pupils for special subjects	...	...	...	...	...	...	...	...	6
Total	...	...	...	...	...	...	...	...	56

The year's work was most successful. The 7 candidates for the Sydney Junior all passed, gaining altogether 8 A's, 19 B's, and 17 C's, two of them matriculating, and one gaining a medal.

The examinees for Trinity College and the Associated Board of Music were all successful in both the theoretical and the practical portions of their examinations.

For the Seniors the results were almost phenomenal, in that the honours were distributed amongst the six candidates, each of them securing not fewer than 2 A's, and came prox. accessit in two subjects.

Grace Hodge, the Dux, attained First Class Matriculation Honours in French, Second Class in Latin, and Third Class in Greek and German, besides which she came second in Physiology and third in Ancient History. As she had received the Queensland Exhibition, and had secured the Carnegie Scholarship, she would continue her education at the Edinburgh University.

The other exhibitioner, Grace Jones, had just completed her third year's course in Arts at the Sydney University.

Whilst providing in this school for higher mathematics, classics, and modern languages to such a high standard that, on going to the home universities, our pupils will be in no way behind the scholars of the northern country, the more domestic branches of education are by no means ousted from our curriculum. Music, drawing, and painting are taught and practised to a very high standard, as you may see by the fact that our pupils gained medals in the senior examination in all those subjects, and that two of them came prox. for music and painting. Also the classes for dressmaking, plain sewing, and fancy work are eagerly attended by a large number of our pupils. In this new country, where division of labour is not so scientifically carried out as at home, our girls are thrown far more upon their own resources, and there is no limit to the number of things that they may eventually need to know or to do. We can never foresee where a girl's lot may be cast, and the only sure thing in an ocean of uncertainty is that she will find a use for her needle. Hence my anxiety that every girl shall learn to sew. When our girls leave us, we cannot so easily trace their career as we can that of their brothers. They are not called upon to occupy conspicuous positions in the State, but many of them appeal to our admiration nevertheless, when we see the pluck they show in "sticking to their posts" in the lonely positions in

and to the falling off of the number of scholars in sympathy with the general depression which followed the droughts of 1901-4, from the effects of which the residents of the Central District still suffer. Consequent upon the shortened income, the Trustees were compelled to lessen expenditure in every direction. In the early part of the year, however, there appeared hopes of a brighter future in the promise by the Government of the restoration of the endowment conditionally, and the Trustees decided that the staff of teachers, which had been compulsorily depleted, should be restored to its former number.

After twenty-five years of faithful service, Mr. John Wheatcroft, who had occupied the position of head master ever since the school's foundation in 1881, tendered his resignation, which was accepted regretfully. Five hundred and three pupils passed through his hands, many of whom now hold responsible positions in the State.

As a successor to Mr. Wheatcroft, the Trustees appointed Mr. F. W. Wheatley, M.A., B.Sc., of Adelaide, formerly second master of Way College, Adelaide, and King's College, Goulburn, who is assisted by Messrs. J. F. Ward, B.A., Adelaide, A. C. T. Kellick, and T. A. Freeman.

The school is represented at various universities by the following students who were formerly scholars under Mr. Wheatcroft:—

John Ward, Melbourne University.  
D. McKenzie, Sydney University.  
M. Patterson, Sydney University.  
S. Richards, Sydney University.  
A. Callaghan, Sydney University.  
E. Breckels, Sydney University.  
V. Church, Sydney University.  
K. Allen, Dublin University.  
J. Martin, Edinburgh University.

The passes in the Sydney University Junior Examination have been of a high standard, and of 96 pupils sent up only 15 have failed. This year 10 were entered, and 8 passed.

The school buildings are in as good order as the straitened circumstances of the school finances admit; but they sadly need a thorough overhaul, in and out, which will involve an expenditure of £500 approximately.

The Trustees give to three State school boys annually three years' free education, conditionally upon their passing an examination, papers for which are prepared by the headmaster, but such scholarships are tenable only so long as pupils continue to exhibit interest in their work and capacity to master it.

The following figures show the attendance of the various classes of pupils for the respective quarters:—

—	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Exhibition ... ..	3	1	1	1
State ... ..	14	13	11	11
Trustees ... ..	6	6	5	7
Others ... ..	31	32	33	28
	54	52	50	47

The school roll for the second quarter of the year 1907 shows the attendance to have increased to 62.

A cadet corps is being formed in connection with the school.

I have, &c.,

A. S. TOMPSON, Secretary to Trustees.

The Under Secretary, Department of Public Instruction, Brisbane.

#### ROCKHAMPTON GIRLS' GRAMMAR SCHOOL.

Rockhampton, 12th April, 1907.

SIR,—I have the honour, on behalf of the Trustees of the Rockhampton Girls' Grammar School, to submit our Annual Report on the affairs of the school for the year ended 31st December, 1906.

Visitor:

His Excellency the Governor.

Trustees:

F. H. V. Voss, Esq., F.R.C.S. Eng. (Chairman).  
Holyoake Woodd, Esq. (Treasurer).  
E. S. Lucas, Esq.  
J. C. Tyler, Esq.  
B. M. Lilley, Esq.  
A. H. Parnell, Esq.  
S. Williams, Esq.

Secretary.—G. G. W. Shaw.



**STAFF.**

The head mistress, Miss H. E. Downs, resigned in September, as it was necessary for her to return to England. Her place was taken by Miss Mary Watkins, M.A., Melbourne. Miss Study, B.A., was temporarily engaged to take the place of Miss Dawes, B.A. The other members of the staff—Miss England, L.L.A., Fraulein Furer, Miss Cornwall, Miss North, and Miss Edwards—continued their work most satisfactorily.

**ATTENDANCE.**

First quarter, 77; second quarter, 82; third quarter, 81; fourth quarter, 78.

There was an average of five boarders. There was one State scholar, and an average of four Trustees' scholars.

**SCHOLARSHIPS.**

During the Easter vacation the first annual examination under a new scheme for giving Trustees' Scholarships to children whose parents were unable to pay was held. Thirty-three candidates presented themselves, and three were chosen, aged respectively twelve, eleven, and eight. These examinations will be held in 1907, during the month of July, when three more will be awarded.

**BUILDINGS AND GROUNDS.**

Owing to the reinstatement by the Government of the Endowment, the Trustees have been able to thoroughly paint the building outside, and indispensable repairs and painting have been carried out inside.

**FINANCE.**

During the year the Colonial Treasurer submitted to the Trustees a scheme whereby the Government endowment was again brought up to £1,000 per annum, conditionally on the school admitting free in every year five scholars, which scheme the Trustees gladly accepted.

The following is a complete statement of receipts and expenditure and liabilities and assets:—

31st December, 1906—		<i>Receipts.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Government Endowment ...	...	...	825 0 0	
School Fees ...	...	...	728 0 0	
Discount on Rates ...	...	...	0 15 6	
				1,554 1 9
Boarding Fees ...	...	...	266 13 0	
Books and Stationery ...	...	...	111 14 3	
Music ...	...	...	81 14 0	
				460 1 3
Government Loan ...	...	...	...	500 0 0
				<u>£2,514 3 0</u>
31st December, 1905—				
Balance Overdrawn at Bank of Australasia ...	...	...	...	456 2 10
31st December, 1906—		<i>Expenditure.</i>		
Insurance ...	...	...	15 19 0	
Furniture ...	...	...	28 0 0	
General Expenses ...	...	...	126 0 6	
Salaries and Wages ...	...	£871 9 6		
Board of Mistresses ...	...	200 0 0		
			1,071 9 6	
Repairs and Improvements ...	...	...	10 9 11	
Redemption of Government Loan ...	...	...	32 2 4	
Interest on Government Loan ...	...	£119 13 4		
Interest to Bank ...	...	7 9 6		
			127 2 10	
				1,411 4 1
Books and Stationery ...	...	...	113 14 9	
Boarding Fees ...	...	...	264 2 6	
Music ...	...	...	90 12 6	
				468 9 9
Balance at Credit at Bank of Australasia ...	...	...	154 13 10	
Cash in Hand ...	...	...	23 12 6	
				178 6 4
				<u>£2,514 3 0</u>
		<i>Liabilities.</i>		
Queensland Government on Account of Loan ...	...	...	3,014 6 3	
Pay Sheet ...	...	...	17 7 3	
				3,031 13 11
Excess of Assets over Liabilities ...	...	...	...	9,662 4 7
				<u>£12,693 18 6</u>
		<i>Assets.</i>		
Cost of Buildings ...	...	...	10,980 4 10	
Cost of Furniture ...	...	...	1,458 12 10	
Balance at Credit at Bank of Australasia ...	...	...	154 13 10	
Cash in Hand ...	...	...	23 12 6	
Fees Outstanding ...	...	...	76 14 6	
				12,693 18 6
				<u>£12,693 18 6</u>

I have, &c.,

G. G. W. SHAW, Secretary.

The Under Secretary, Department of Public Instruction, Brisbane.

## TOOWOOMBA GRAMMAR SCHOOL.

Toowoomba, 31st March, 1907.

SIR,—I have the honour to forward to you a report of this school for the year ending 31st December last.

## TRUSTEES.

The school and the community suffered a great loss on 1st January by the death of the Chairman, Sir Hugh Nelson. During the year Colonel Moore (transferred from the Toowoomba Police Court to Brisbane) resigned his position, and the vacancy was filled by the election of Mr. A. McPhie. The Board of Trustees now consists of S. B. Kennard (Chairman), L. F. Bernays, G. G. Cory, R. W. Frost, A. McPhie, J. Taylor, and C. Wardrop. The Secretary is R. Sinclair, Ruthven street.

## STAFF.

W. A. Purves, M.A., Oxon., Head Master; J. G. Leadbeater, B.A., L.L.B., Melbourne; R. H. Hamlyn Harris, D.Sc., Tübingen; A. A. Poole; G. F. Sharpe; J. J. Hall.

## ENROLMENT.

The numbers for the quarters were respectively 104, 105, 103, 101.

## EXAMINATIONS.

Examinations passed during the year—Sydney Junior Examination, 9; Sydney Senior Examination, 2; Sydney University Matriculation, 4; Matriculation Honours, Greek, 1; Matriculation Honours, Latin, 1; Pharmaceutical Society Examination, 1; Legal Preliminary (Queensland), 1; Ormond College (Melbourne University) Exhibition of £30 per annum, 1.

## LOAN.

The large increase of pupils necessitated increased accommodation, and a loan not exceeding £2,500 was obtained from Government for additions and alterations, which are now well on towards completion.

## SCHOLARSHIPS.

Three Government scholars attended the school during the year, and the Trustees provided scholarships out of the school funds for 15 boys, a number which is to be considerably increased during the year 1907.

I have, &c.,

STANLEY B. KENNARD, Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

## TOWNSVILLE GRAMMAR SCHOOL.

Townsville, 15th April, 1907.

SIR,—I have the honour, on behalf of the Trustees of the Townsville Grammar School, to submit a report of the work and progress of the school for the year ending 31st December, 1906.

## TRUSTEES.

J. V. S. Barnett, Esq. (Chairman).  
Chas. Jameson, Esq. (Vice-chairman).  
J. N. Parkes, Esq. (Treasurer).  
Dr. Humphry, M.R.C.S.  
William Lennon, Esq.  
Thos. Foley, Esq.  
H. F. Henlein, Esq.

## STAFF.

*Head Master*.—P. F. Rowland, B.A., late Scholar of Hertford College, Oxford, Chancellor's Essayist, and Cobden Prizeman.  
*Resident Assistant Masters*.—T. D. McEwan Kay, B.A., B.Sc., B.M.E., late Senior Mathematical Master, Queen's College, Hobart; R. Sampson, Certificated Master, Queensland Education Department.  
*Visiting Mistress*.—Music: Miss E. Lennon, L.A.B.

## CHANGE.

The Board of Trustees suffered a serious loss by the death of Mr. W. J. Castling. Mr. H. F. Henlein was appointed to the vacancy, and Mr. C. Jameson was elected Vice-chairman. Last year's staff remained unchanged throughout the year, but on 26th December, Mr. I. Mutton, B.A., resigned to take a position at the King's School, Parramatta, and Mr. T. D. Kay, B.A., B.Sc., was appointed in his stead.

## ATTENDANCE.

The average number of pupils attending the school for the year has improved to 60, of which 11 were girl day pupils. The average number of boarders has been 12. Fifteen have been receiving free education as holders of scholarships presented by the Trustees, Cleveland Masonic Lodge (3), and others.

## UNIVERSITY EXAMINATIONS.

The one candidate sent up for the Sydney University Senior passed in six subjects, getting a First Class in Geometrical Drawing and Second Classes in English, French, and Latin.

Two candidates passed the Junior in seven and six subjects respectively, the former obtaining a First Class in Chemistry (the only one in Queensland this year) and the latter in Geography. The first-mentioned candidate also matriculated under the new regulations.

## STATE SCHOLARSHIPS.

Owing chiefly, it is said, to the lack of encouragement by the Department, and to the necessity of special preparation classes out of school hours, extremely few State schools in North Queensland successfully prepare children for Grammar School State Scholarships. At present there is only one State school scholar and one State bursar attending the school, while Brisbane Grammar School, for example, has 50 or 60. An improvement in this respect would improve our position, both financially and in educational successes. We have already ventured to suggest a simplification of the examination (especially by the omission of a geography paper), which could then be made a general test examination for all State schools, supplementing the efforts of the inspectors.

## ATHLETICS.

Owing to lack of boys' teams to contend against at "Rugby," a successful experiment was made in reviving "Association" football, the school being divided into "nines" for purposes of competition. In cricket we have had four elevens, composed of past and present boys. The athletic sports took place, as usual, at the end of third quarter, and the swimming sports in December, at the Municipal Sea Baths.

Our gymnasium was demolished by the cyclone, but we have done our best with horizontal bars and a few ropes. Meanwhile, a grant has been requested from the Government with which to rebuild what is a very essential part of school equipment.

## FINANCES.

The restoration of the endowment to its original amount should enable the school once more to pay its way, and though this restoration carries with it the free education of fifteen "district scholars," the fourth master that this will necessitate is a necessity in any school which aims at a completely efficient secondary education, and has only been docked from the staff by the past two years of retrenchment.

The following is an account of the revenue and of the expenses of working the school during 1906:—

*Profit and Loss Account.*

31st December, 1906—

	Dr.	£	s.	d.	£	s.	d.
To Maintenance Buildings ... ..		203	4	8			
Masters' Salaries ... ..		839	10	0			
Insurance, Fuel and Lighting, Water, Yardman's Wages, Sanitary Charges, Printing, Advertising, Secretary's Salary, &c. ... ..		322	0	5			
Scholarships given by Trustees ... ..		183	15	0			
Bank Interest ... ..		2	0	6			
Bad and Doubtful Debts ... ..		16	17	2			
Interest on Government Loan ... ..		112	6	9			
Transfer to Capital Account ... ..		82	3	7			
					1,761	18	1
	Cr.						
By Endowment ... ..		825	0	0			
School Fees ... ..		902	11	9			
Sundry Receipts ... ..		34	6	4			
					1,761	18	1

*Liabilities.*

31st December, 1906—

To Government Loan ... ..	2,778	17	8
Sundry Creditors ... ..	218	3	0
Balance, Capital Account ... ..	6,193	12	2
			9,190 12 10

*Assets.*

By Buildings, Furniture, &c. ... ..	8,856	12	5
Hollis Hopkins Share Account ... ..	100	0	0
Sundry Debtors ... ..	122	18	0
Books on Hand ... ..	15	0	0
Bank of New South Wales ... ..	96	2	5
			9,190 12 10

I have, &amp;c.,

J. V. S. BARNETT, Chairman of Trustees.

The Under Secretary, Department of Public Instruction, Brisbane.



## Appendix F.

## ANNUAL EXAMINATION OF TEACHERS AND OTHERS, DECEMBER, 190

## NEEDLEWORK.

17th December—Afternoon, 2 to 5.

\*. Chequered paper for diagrams and cutting-out is supplied,—one sheet to each examinee.

For Admission as Pupil-Teacher of the Second Class.

## THEORY. (45 Marks.)

1. Explain how a thin place in stocking material may be strengthened by darning.
2. Describe the gathering stitch.
3. What is the difference between gathering and running?
4. How must material be prepared for gathering?
5. How is stroking done, and what is it done for?
6. What is meant by pairing seams? How is it done?
7. How may the top-sewing stitch be used in the making of sheets and towels?

## PRACTICE. (105 Marks.)

1. Cut out, full size, in madapolam, the right half of an infant's shirt, with gusset sleeve.
2. Join the shoulder by tacking for a top-sew-and-fell seam. Do the sewing, but merely tack the fell.
3. Tack a hem round the arm-hole, also along the straight sides of the gusset.
4. Top-sew the gusset into the arm-hole, and hem the bias side of the gusset.
5. Tack a hem from the shoulder, round the flap, and down the front.
6. Button-hole the corner between the shoulder and the flap, also the point in the front where the hem is reversed.
7. Cut a strip of madapolam, not less than 6 inches in length. Fold and tack this for a band, and work on it 2 inches of back-stitching.
8. At one end of the band sew on a button, and at the other work a button-hole of a size to suit the button.

For Admission as Pupil-Teacher of the Third Class.

## THEORY. (45 Marks.)

1. Describe the method of sewing tape-strings on a band intended to overlap.
2. Show, by a diagram, the method of herring-boning the corners of a square patch of flannel.
3. Give directions for fixing and working the seams in a gored flannel petticoat.
4. Explain how an open band is prepared for the neck of a chemise, also how the band is fixed to the garment.
5. State the respective uses of hem-stitching, feather-stitching, knotting, herring-boning, and darning.

## PRACTICE. (105 Marks.)

1. Draft a pattern, quarter-size, of a gored flannel petticoat. The full-sized garment, when completed, measures, from the waist to the bottom of the hem, 36 inches. It has a circular waistband 4 inches deep, a herring-boned fold at the bottom of the garment, 2 inches deep, and above the fold two tucks each 1½ inches deep. State how much flannel would be required to make the full-sized garment.
2. Cut in calico, half-size, a circular waistband, the measurements of the full-sized band being—Waist, 24 inches; depth, 5 inches.
3. Make up the waistband, properly finishing 3 inches, and tacking the rest; also mark the lining of the band.
4. Near the left end of the band make a case for a tape, and put in a draw-string.
5. Treat your piece of flannel as part of a petticoat, and on the bottom tack a fold 2½ inches deep. Herring-bone 3 inches of this fold.
6. Above the fold set two tucks, of such depth, and at such distances from the fold and from each other, as you think would look well on the garment.
7. On the fold work a specimen of feather-stitch.
8. In stocking-web material make a hole not less than half an inch square, and darn it.

For Admission as Pupil-Teacher of the Fourth Class.

## THEORY. (50 Marks.)

1. (a) Give the points requiring attention in darning a hedge-tear.
- (b) What modification of the usual method is made if the material is thin? Illustrate by a diagram.

2. (a) If a strip of calico is cut correctly on angle do the threads make with the angle?
- (b) What special precaution is necessary with twill material on the bias?
- (c) What mistakes are often made in joining strips together, and how may they be respectively avoided?
3. Mention parts of garments on which false bias is used. Why are they needed? In what instance should the bias be cut on the bias?
4. Write notes of a lesson to a Fifth Class on how to print a patch.

## PRACTICE. (100 Marks.)

1. From calico cut out, half-size, one leg of drawers for a child about five years, the drawers to be long to make a frill 1½ inches deep when made, gathering the garment. Cut out also a band for the leg only.
2. Join the leg by tacking it for a run-and-fell seam.
3. Fix and tack a ½-inch hem on the bottom of the leg, work 1 inch of it, including the joined part.
4. Prepare the band, gather and stroke the leg, and set on the band so as to form a frill as desired. Fix and tack it all, and properly finish 1 inch.
5. Finish off the side opening by putting in a seam by actual sewing and partly by tacking.
6. (a) On a convenient part, cut and work a button-hole.
- (b) Cut out (half-size) in paper the waist-band for the garment, and indicate thereon the necessary button-holes, to show the sort of ends these should have.

For Admission as Teacher of the Third Class.

## THEORY. (50 Marks.)

1. What special precautions are respectively required in hemming round a concave curve, like the arm-hole, and a convex curve, like the rounded corner of a skirt?
2. Distinguish between the button-hole stitch and the true button-hole stitch of plain needlework, and state the purposes in ordinary needlework for which each is employed, and state what is the objection to using the other.
3. (a) In top-sewing a gusset into a garment, how should the gusset be faced, the worker, the gusset or the garment?
- (b) In top-sewing a patch, which should be faced, the patch or the garment? Why?
4. Write brief notes on the different methods of taping, giving reasons for the differences you mention.
5. "Where similar folds occur in garments, they should be made alike." Comment briefly on this.

## PRACTICE. (100 Marks.)

1. From calico cut out, full size, a sleeve for a person of about six or eight years of age, and a wrist-band.
2. Make up the lower part of it, partly by tacking, and partly by actual sewing, so as to show the following: seam (1 inch); gusset at sleeve opening; making back-stitching (1 inch); gathering, stroking, and button-hole and sewing on button.
3. Mark on the sleeve for which arm it is intended.

For Admission as Teacher of the Second Class.

## THEORY. (50 Marks.)

1. Mention purposes for which hand-sewing is preferred to machine-sewing when a sewing-machine is available, giving reasons.
2. Distinguish between a demonstration and a lesson in needlework. State the chief faults made in giving a lesson, and make suggestions for improvement.
3. How do you reconcile the recommendation to make a good shape for a darn on stocking-web with the rule for darning—"Do not make a straight cut in the stocking-web"? Diagram, showing the formation of stocking-web, and your answer.
4. Describe briefly a flannel sampler suitable for use by pupils.

## PRACTICE. (100 Marks.)

1. From calico cut out, one-third size—
  - (a) The upper part of the front of a woman's bodice.
  - (b) A back yoke for same (that is, not a collar-band).
  - (c) A collar-band to measure 5 inches one-third size and fastened;
  - (d) A piece for finishing off the front opening.
2. Make up these parts, partly by actual sewing, and partly by tacking, so as to show the following:—Putting in a collar-band; finishing off front opening; tucks (3) down each side of collar-band.
3. On damask make a diagonal cut, ½-inch wide, according to the method recommended for house

# ARITHMETIC, MECHANICS, PHYSIOLOGY, AND BOTANY.

18th December—Morning, 9.30 to 12.30.

\* Set down the working of the sums so that the process by which each answer is obtained may be seen; and draw diagrams to make clear the working of questions in mensuration or mechanics.

## ARITHMETIC.

### For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. (a) Show, by diagrams, the difference between a lineal inch, a square inch, and a cubic inch.
- (b) If 54 similar gold coins weigh one pound Troy, how many of them would it take to weigh a hundred-weight?
2. What sum of money put out at  $4\frac{1}{2}$  per cent. interest from May 28th to August 8th (both days inclusive) would amount to £176 11s. 6d.?
3. A square playground contains 6 acres 1 rood 24 perches: find in yards the length of one side. If the school buildings occupy  $\frac{1}{12}$  of the whole area, how much open space remains?
4. One hundred pounds of my yearly salary is exempt from income tax, but I pay £8 12s. 8½d. tax on the remainder at the rate of 7d. in the £. Find the total amount of my salary?
5. The scholars attending a certain State school number 168. Forty-four of them belong to the first class, 41 to the second, 35 to the third, 29 to the fourth, and the remainder to the fifth. What percentage of the whole school belongs to each class? (Ans. correct to second decimal.)
6. A surveyor, using a chain measure which happens to be  $\frac{1}{8}$  inches too long, gives 67½ miles as the length of a section of telegraph line. What is the correct length of the section?

### For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. (a) Draw a diagram to show that 27 cubic feet make a cubic yard.
- (b) A cube contains 274 cubic feet 1,080 cubic inches. Find the length of its diagonal.
2. (a) Show, by means of an example, that the difference between the interest and the discount on the same sum is equal to the interest on the discount.
- (b) How much must I invest in the 3 per cents. at 99 to produce the same income as would be obtained by investing £1,508 in the 2½ per cents. at 87?
3. (a) I buy articles at the rate of 13 for twelve shillings, and sell them at the rate of thirteen shillings a dozen. What profit per cent. do I make on my outlay? If my sale receipts amount to £28 9s., how much of that sum is profit?
- (b) A dealer sold a horse, losing 15 per cent. on the sale. The purchaser sold it for £78 4s., gaining 15 per cent. on the sale. How much did the dealer give for the animal?
4. A Herbert River planter has 160 acres of land under cane, the average yield per acre being 18.75 tons. He sells his crop at 15½ shillings a ton, receiving a further 6 shillings a ton "white labour" bonus. After deducting 25 per cent of his receipts for working expenses and 16½ per cent. of the remainder for personal and household expenses, he pays income tax at the rate of 6d. in the £ on what is then left. Find his net income.

### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. (a) Draw a diagram to show that  $\frac{2}{3}$  of  $\frac{3}{4}$  is  $\frac{1}{2}$ .
- (b) In dividing a number by 50 we usually cut off the last figure from the dividend and divide by 5. Explain and justify the process.
- (c) Explain the terms Involution, Evolution, Alligation, Policy of Insurance, Premium of Insurance.
2. (a) Extract the cube root of 27407028375.
- (b) Simplify—
$$\frac{5}{9} \times \frac{\sqrt{5 - \frac{1}{2}} \times \sqrt{3 + \frac{1}{2}}}{3\sqrt{5 - \frac{1}{2}} \div \sqrt{3 + \frac{1}{2}}}$$
3. (a) Supposing Cardwell to lie 255 miles due N.E. from Richmond, and Mackay to lie  $1\frac{1}{2}$  times that distance due S.E. from Cardwell, find the distance from Mackay to Richmond.
- (b) The diameter of the larger of two concentric circles is 8 feet 2 inches, and exceeds that of the smaller by 2 feet 4 inches. If a sector of the larger circle has an angle of  $22\frac{1}{2}$  degrees, how many square inches of this sector lie between the two circles?
4. (a) What must be invested in the 5 per cents. at 117½ so that £116 per annum may be obtained more than is obtained from the investment of an equal sum in the 3 per cents. at 92½?
- (b) How must I divide my capital of £2,681 10s., in investing it partly in the 2½ per cents. at 96 and the rest in the 2½ per cents. at par, so that my incomes from each investment may be the same?

### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Make a diagram to illustrate the fact that 90½ square yards makes one square pole or perch.
2. Multiply 567392 by 218126 in three lines of multiplication instead of six, as in the ordinary way.
3. Find the answers of the following in the simplest and least laborious way you can, making it clear what your way is:—  
(a) 241 times 1s. 5½d.  
(b) 63 of £1 + 1.37 of £1 - 36 of a shilling - 63 of a shilling.  
(c) The common factors of 123, 123 and 231, 231.
4. For what sum must an insurance at 68s. per cent. be effected in order to recover the loss of a vessel valued at £3,500 and the premium paid for insurance? Explain your working.
5. Given that a cubic metre equals 35.316581 cubic feet, find the length in feet of a lineal metre, correct to four places of decimals.
6. Find the cost of painting the surface of a cube whose diagonal is  $4\sqrt{3}$  ft. at sixpence a square foot.
7. (a) How could you, by experiment and observation, show a class that the value of  $\pi$  is, roughly,  $3\frac{1}{7}$ ?
- (b) What is the mathematical relation between the volumes of a sphere and of a cylinder having the same diameter and height? How would you lead a class to discover this relation for themselves?
8. A cubic foot of water weighs 1,000 oz. Ivory is 1.820 times as heavy as water. If I cut the largest ball possible from a cube of ivory, each side 2 inches, what is the weight of the parts cut away?

### For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. "The difference of the squares of any two numbers is equal to the product of .....". Write out the complete statement of this property of numbers. Give a numerical illustration of it. Apply it to solve the following:—

Simplify—

$$\frac{.0674 \times .0674 - .0563 \times .0563}{.0674 + .0563}$$

2. Distinguish between the two meanings (measuring and sharing) of the word "Division," and explain the difference between the operations of £25 ÷ 9, and £25 ÷ £9.
3. (a) What name is given to the product of all the common factors of two numbers?
- (b) Define the following terms as used in Arithmetic:—  
Minuend; Numbers prime to one another; Local value of a number; Scales of Notation; Reciprocal.
4. If I transfer £1,000 from 3 per cent. stock at 92 to a 4 per cent. stock, and gain £1 5s. in income, find the price of the latter stock.
5. The difference between the compound and simple interest of a sum of money for three years at 4 per cent. is £24 18s. 6½d. Find the sum.
6. (A) Give brief notes of your explanations to a Sixth Class of the following extracts from the commercial columns of the *Brisbane Courier*:—  
(a) Maize is dull, but steady, at 2/7 to 2/8. Potatoes slightly easier at £7 15/- to £8 5/- for Tasmanian.  
(b) CHARTERS TOWERS MINING.  
Brilliant Extended, con., b. 20/-, s. 21/3, sales, 19/9.  
" " p.u., s. 23/6.  
Band of Hope, 1st call, June 16th, 2d.  
Mills' United, 60th dividend, June 28th, 1/-.  
(B) From the items of Mining News given under a above, form and write out two questions in written arithmetic, and two in mental arithmetic.
7. The following are given as questions in mental arithmetic. Show clearly, in each case, the method of working you would recommend to your pupils:—  
(a) 649 + 380 + 705.  
(b) 238 miles of coaching, at 7d. a mile.  
(c) 1½ cwt. of potatoes, at 9½d. a stone.  
(d) How many rods of fencing will enclose a square field of 40 acres?
8. Find the distance between the lower corner and the upper opposite corner of a room 60 feet long, 32 feet wide, and 51 feet high.
9. Tin is 7.3 times and gold 19.4 times as heavy as water. Find the area of a solid tin sphere which weighs the same as a sphere of gold, of radius 2 inches.
10. If from a cone (radius, 4 feet) of height 10 feet the upper 4 feet are cut away, what is the solid content of the frustum remaining?
11. What would it cost to cover the frustum in above question (No. 10) with silver a quarter of an inch thick, if silver is 10½ times as heavy as water, and is worth 2s. 6d. an ounce.
12. Find, by duodecimals, the cubic contents of a room 19 feet 9 inches long, 14 feet 8 inches wide, and 11 feet 3 inches high. Find, also, the area of the four walls.
13. (a) State the rule, known as the method of equidistant ordinates, for finding the areas of certain figures.  
(b) Describe an experimental method of determining the area enclosed by an irregular boundary.

## MECHANICS.

For Admission as Teacher of the Second Class.  
(Males.)

(Three hours allowed.)

1. If four pulleys be used according to the third system, what weight can a power of 12 lb. raise, the weight of each pulley being 4 lb.?
2. Two spheres of lead, the radii of which are 8 and 6 inches respectively, touch each other. Where is their common centre of gravity?
3. Explain a method of double weighing in a balance, and show that any inequality in the arms of the balance will not affect the accuracy of the results obtained.
4. Forces of 18, 20, 35, 16, 19, 26, and 37 lb. act alternately, in opposite directions, at points equidistant from each other, along a rigid rod without weight, 23½ feet long (a force being at each end). Find the resultant, and its point of application.
5. Explain clearly how the moment of a force about a point can be represented geometrically.
6. Two forces, of 8 lb. each, act at an angle of 60 degrees on a particle. Find the magnitude and direction of the resultant, by calculation, and also graphically.
7. Find the acceleration of a body sliding down a smooth incline of 1 in 2.
8. Three men drag a gun, weighing 17 cwt., up a hill rising 2 in 17. Supposing the resistance to the wheels be 16 lb. per cwt., what pull parallel to the hill must each man exert to move it?
9. Distinguish between Dynamics and Statics, between Kinematics and Kinetics, and between the F.P.S. and the C.G.S. systems of units.
10. (a) State Newton's Law of Motion which tells us how different forces are to be compared and measured.  
(b) Define the terms—Poundal, Dyne, and Watt.
11. A steam hammer weighs 1 cwt., and it falls through 9 feet; another weighs 100 lb., and it falls through 16 feet. Compare their momenta.
12. A body is thrown with a given velocity  $V$ , in any given direction. Construct geometrically its position at any given instant of the motion.
13. A body is projected vertically upwards. Show that its velocity at any point of its path is the same (save for the sign) in descending as in ascending.
14. The weights on an Atwood's machine are 31 and 33 grains respectively. Find the space described, and the velocity acquired in 10 seconds from rest.

## PHYSIOLOGY.

For Admission as Teacher of the Second Class.  
(Females.)

(Three hours allowed.)

1. Chemical and Physical Preliminaries. Name the chief elements found in the body. Distinguish between organic and inorganic compounds. What are Proteids, Carbohydrates, and Fats respectively? Distinguish between Conduction and Radiation.
2. Describe the viscera of a rabbit, as seen upon simply opening the cavities of the thorax and the abdomen. (If you can illustrate your answer by a sketch, do so.)
3. Describe generally the bony structure of the cervical region of the vertebral column.
4. Write brief explanatory notes on the following:—Oxyhæmoglobin, Tidal Air, Ileo-cæcal valve, Portal circulation, Eustachian tube, Ureter.
5. What is meant by Inspiration and Expiration? How are these acts effected? Mention very briefly the difference between inspired air and expired air.
6. Describe Reflex Action. Give instances of it. Explain how it can be studied in a cold-blooded animal.
7. Distinguish between Secretion and Excretion. Mention the chief excretory organs of the body, and state the function of each as such.
8. What do you see when you examine a drop of blood with the microscope?
9. Make a sketch of the liver turned up and viewed from below, with alphabetical index to the parts shown. Explain briefly the functions of the liver.
10. Give concise notes of the subject-matter of a lesson on "The Heat of the Body," under the following heads:—(a) Source; (b) Distribution; (c) Regulation; (d) Temperature of the Body; (e) Loss of Heat.
11. What is a Sensation? In which parts of the body is the sense of Touch most delicate, and in which parts is it least delicate? What are "tastes proper"? What is the "flavour" of an onion really?
12. How are Voice, Speech, and Whispering produced respectively?

## BOTANY.

For Admission as Teacher of the Second Class.  
(Females.)

(Three hours allowed.)

1. Describe fully the structure of the stem of an *I. shot* (Canna), and compare it with the structure of the stem of *balsam*.
2. Name the parts of a perfect leaf. What are the functions of each part? Name leaves possessing—(1) Only one of portions; (2) two of them; and (3) all of them.
3. Define vernal and aestivation. Name plants possess valvate, imbricate, conduplicate, revolute, involute convolute organs.
4. Name the divisions found in the bark of a eucalypt state their functions. Show, by diagrams, the cellular structure of each layer.
5. What is meant by transpiration? Describe in detail the process by which transpiration is maintained, and show how loss is made good.
6. Define fibro-vascular bundles. Show, by diagrams, position (1) in a monocotyledon, and (2) in a dicotyledon. How is work performed by these bundles?
7. Name the principal mineral foods of plants. How are these absorbed? and where are they manufactured into organic substances?
8. What gaseous substances are absorbed by plants? How is each dealt with after absorption?
9. What is an inflorescence? What is the difference between a definite and an indefinite inflorescence? What forms of inflorescence are found on the following plants:—Oats, vetch, fig, pineapple, bunya, wall flower, and grape vine?
10. How is cross-fertilisation brought about—(1) When the flower has a tubular corolla; (2) when the flower is flat, or salverform; and (3) when the corolla is personate?
11. Describe the structure of the seed (1) of the *Macaranga* (Bay chestnut) and (2) of the maize.

## GEOGRAPHY.

18th December, 1906—Afternoon, 2 to 5.

\*.\* Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.  
(One hour and a-half allowed.)

1. Write in small hand—  
Few and short were the prayers we said,  
And we spoke not a word of sorrow.
2. Draw a map of New Zealand, showing the coast, the political divisions, and chief towns.
3. Name the rivers of Great Britain and Ireland that flow into the North Sea, the Irish Sea, and the English Channel respectively, and describe the Thames.
4. From what countries does England obtain the following—Wheat, flax, sugar, raw cotton, hemp, coffee, jute, rubber, hides.
5. Describe briefly the agricultural, animal, and mineral productions of New Zealand, also its imports and exports.
6. State what and where are the following:—Iona, Deccan, Belfast, Tongariro, Harrogate, Waterford, places in Victoria, and places named Fraser.

For Admission as Pupil-Teacher of the Second Class.  
(One hour and a-half allowed.)

1. As specimens in copy-setting, write in small hand the capital of Switzerland, is situated on the River in round hand—Biography; and in plain print—Laidley.
2. Name the British Possessions in Asia; and write descriptive notes on Ceylon.
3. Draw a map of British South Africa, showing its drainage, and chief towns.
4. Where are the following places, and for what are they noted:—Varela, Kurachi, Winnipeg, Rangoon, Wei-hai, and Khartum?
5. Describe the foreign trade of Canada, and give descriptive notes of its ports.
6. Name the self-governing colonies of the British India Islands; and give a description of Jamaica.

For Admission as Pupil-Teacher of the Third Class.  
(One hour and a-half allowed.)

1. Write in small hand—  
(a) Say after me, and try to say  
My very words, as if each word  
Came from you;  
and in text hand—Hughenden.  
(b) Print in German text—Germany.
2. Draw a map of Wales, showing its physical features, and chief towns.
3. State clearly the conditions that modify the climate of a country, and contrast the climates of England and Ireland.
4. Write descriptive notes on the following places:—Limerick, Falkirk, Queenstown, Crewe, Wick, and Grimsby.
5. Name in order, from north to south, the counties of Ireland, with their chief towns, that border on the Irish Sea.
6. Name, in the order of their importance, the rivers of Scotland, and write descriptive notes on the Clyde and the Forth.



## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Give a brief description of Russia, under the following headings:—Physical features, commerce, government, and people.
2. Draw a map of the east coast of Asia from East Cape to Cape Cambodia, indicating its natural features, and adjacent islands.
3. Name the rivers flowing into the Black, Caspian, and Baltic Seas. State also where they rise, and what important towns are situated on their banks.
4. State as clearly as you can the causes of the varying lengths of day and night. Illustrate by diagrams.
5. Explain fully how the length of a degree on the earth's surface has been determined.
6. What circumstances are favourable to the formation of 'dew' and 'hoar frost,' and what unfavourable?

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Write concise explanatory notes on the following:—Specific Heat, Isobar, Hygroscopic, Equatorial Bulge, Equinox, Apides.
2. (a) What are Isocheimical Lines and Isothermal Lines?  
(b) Explain why, at the South Pole, the sun does not set for many weeks together. Draw diagram to illustrate your answer.
3. Account for the remarkable difference exhibited between the winter temperatures and also between the summer temperatures of Edinburgh and Moscow.
4. (a) What is meant by "Gravitation"? State the two laws of gravitation upon which tidal phenomena mainly depend.  
(b) Explain clearly why the moon exerts more tidal producing power than the sun.  
(c) Draw a diagram (with brief explanation) to illustrate the cause of the delay in the appearance of tides on successive days.
5. (a) Describe the Torricellian experiment.  
(b) Explain what corrections are necessary in the reading of a barometer for purposes of accurate comparison with other barometers in a given district.
6. Explain the use of the wet and dry bulb thermometer.
7. Distinguish between a chemical union and a mechanical mixture. How would you demonstrate to a class of pupils the presence of nitrogen in the atmosphere?
8. Draw a system of isobars representing cyclone conditions. State the principal distinctions between cyclonic and anticyclonic systems of isobars.
9. Draw an outline map of Australia showing the direction of the chief Ocean Currents and Prevailing Winds.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Write brief explanatory notes on the following:—Revenue Tariff, Protectionist Tariff, Anti-Trust Bill, Prevention of Dumping, Treaty of Reciprocity.
2. (a) Comment on the importance of Cold Storage and Canning as factors in the development of trade between England and Queensland.  
(b) Give a concise account of the condition of our Sugar Industry.
3. "Mountains have usually a wet and a dry side." Illustrate the truth of this statement by reference to the mountain system of Queensland, and show in what way our Queensland products and industries are influenced by the Great Dividing Range.
4. From what parts of the Empire are Wolfram, Molybdenite, Gypsum, Anthracite, Phosphorus, and Teak obtained? In what industries are these commodities severally used?
5. Explain the effect of geographical conditions on National Character, and illustrate your remarks by reference to the people of Holland, Egypt, and Brazil.
6. Draw a map of the Indian Ocean, showing the countries forming its boundaries, the principal commercial steam routes, and the principal trading ports. Distinguish the countries belonging to or under the protection of European States.
7. What are Sun Spots? How is the sphericity of the sun determined from them? What other important facts regarding the sun are learned from their movements?
8. (a) "To Eratosthenes belongs the credit of having first applied a true principle for the solution of the problem of measuring the earth."  
Describe the observations made by the philosopher mentioned, to which the foregoing statement refers.  
(b) What reasons have we for believing the earth to be flattened at the Poles?

## ENGLISH GRAMMAR AND COMPOSITION.

19th December—Morning, 9:30 to 12:30.

NOTE FOR EXAMINEES OF ALL CLASSES.—In detailed analysis the special word or phrase affected by other words or phrases must be clearly stated. In parsing there must be given (a) the relations shown by prepositions, (b) the exact nature of the objects of transitive verbs, (c) the words, phrases, or clauses for which pronouns stand. Rules of syntax need not be quoted unless specially asked for.

## For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Write a letter to a friend telling him how you spend your evenings; how much time you spend upon each lesson, the order in which you study your lessons, your methods of study, what recreations you have, and when you retire.
2. (a) Make a simple sentence with the following elements:—  
The river overflowed. The river was the Brisbane. This was in February. It happened on the fifth of the month.  
(b) Change the following compound sentence into a complex sentence:—The statement is false and he knows it.  
(c) Classify the clauses in the following sentence, and state their relationships to each other:—"I do not see why people should not use the rifle as well as play football."  
(d) Frame sentences showing *round* as different parts of speech.  
(e) Parse the words in italics, and give the past tense of each of the verbs in the following:—  
"Toll for the brave!  
Brave Kempenfelt is gone.  
His last sea-fight is fought;  
His work of glory done."  
3. (a) Give the root and its meaning from which each of the following words is derived:—Agrarian, dormitory, locomotive, promontory, translate, verbose.  
(b) Frame sentences to show that you clearly understand the meanings of these words.

## For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Write a letter to a friend who is interested in cricket, football, or tennis, giving him a description of a match which you have played in, or witnessed; or—write a letter, to a friend in the old country, telling him how you spent your last Christmas Day, in Queensland; and write a reply, from your friend, giving a description of Christmas Day as spent in the old country; or—write the autobiography of a butterfly or a frog.
2. Correct the following, and give your reasons for the corrections you make:—  
(a) I do not recommend those kind of amusements.  
(b) This is the man which gained the prize.  
(c) He and they we know, but who art thou?  
(d) We shall discuss each particular in their order.  
(e) Go and lay down.
3. *Smiles* on sad Misfortune's brow,  
Soft Reflection's hand can trace,  
And o'er the cheek of sorrow throw  
A melancholy grace;  
While Hope prolongs our happier hour,  
Or deepest shades that darkly lower,  
And blacken round our weary way,  
Gilds with a gleam of distant day.  
(a) Parse the words in italics in the above passage.  
(b) Explain the apostrophe in Misfortune's. Write down the possessive case plural number of woman, ox, mouse, child, and son-in-law.  
(c) Give the comparative and superlative of the following adjectives:—Evil, little, old, sad, bad, happy, gay.  
(d) Give the past tense and past participle of the following verbs:—Creep, peep, teach, reach, flay, pay, slay, read, lead, tread.  
(e) Classify the clauses in the last four lines of the above extract, and state their relationship to each other.  
(f) Give examples of *when* introducing different kinds of clauses.
4. Give the root and its meaning from which each of the following words is derived; and make sentences to show that you clearly understand the meanings of the words:—  
Contemporary, circumvented, dislocate, inscription, loquacious, nominal.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. (a) Write out and exemplify the rules of Syntax relating to the uses of the Infinitive Mood.  
(b) Write the rules of orthography relating to the spelling of such words as—Receive, believe, misspent, disappoint, judging, changeable.



2. Give the meaning of each of the following extracts, and expand as fully as you can the ideas contained in any one of them :—

- (i.) "Many a shaft at random sent,  
Finds mark the archer little meant."
- (ii.) "Ring out the narrowing lust of gold."
- (iii.) "Many a flower is born to blush unseen,  
And waste its sweetness on the desert air."

3. Give the derivation of—Apprehension, excursion, conventicle, iniquitous, complement, duplicity, nascent, oration, affluence, adjudicate.

4. Parse the italicised words in the following passages, and classify the clauses in the passage marked (b)—

- (a) "These few precepts in thy memory  
See thou *character*."
- (b) "See that the balanced scale be such,  
You neither fear nor hope too much,  
For disappointment's not the thing;  
*It is pride or passion points the sting.*"

5. The following passage is from the Fourth Reading Book. You are required to explain, as for a class, the italicised phrases and sentences :—

"The hand of the blind man goes with him *as an eye* through the streets, and safely *threads for him all the devious ways*; it peruses books for him, and *quickens the long hours by its silent readings*; when the tongue is dumb, and the ear stopped, its *fingers speak eloquently to the eye*, and enable it to discharge the *unwonted office of a listener*."

#### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Classify the clauses in the following passages, and show their mutual relationship :—

- (a) "If thou would'st have me paint  
The home, to which, could love fulfil its prayers,  
This hand would lead thee, listen."
- (b) "But knowledge is as food, and needs no less  
Her temperance over appetite, to know  
In manner what the mind may well contain :  
Oppresses else with surfeit, and soon turns  
Wisdom to folly, as nourishment to wind."

2. Give the derivation of :—Cyclopædia, complement, duplicity, gramophone, orthoepy, acoustics, psychology, friar.

3. Explain, as to a class, the meaning of each of the following passages :—

- (i.) "For faithful to its sacred page,  
Heaven still rebuilds thy span,  
Nor lets the type grow pale with age,  
That first spoke peace to man."
- (ii.) "The air is a sewer, into which, with every breath  
we draw, we cast vast quantities of dead animal  
matter; it is a laboratory for purification in  
which that matter is compounded, and wrought  
again into wholesome and healthful shapes."

4. Parse fully the italicised words in the following passages :—

- (a) "These few precepts in thy memory  
See thou *character*."
- (b) "*It is pride or passion points the sting.*"

#### For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Explain, as to a class, the meaning of the following passage :—

"And statesmen at her council met,  
Who knew the seasons, when to take  
Occasion by the hand, and make  
The bounds of freedom wider yet,  
By shaping some august decree,  
Which kept her throne unshaken still,  
Broad based upon her people's will."

2. (a) Comment suitably on the grammar of such idioms as—"Somehow or other," "It is me," "You are not a jot the wiser," "A little more and he had been killed," "Woe worth the day," "You play me false."

- (b) What faults are to be found with such expressions as—"He is a reliable man," "I expected to have found him," "Our mutual friend"?

3. Give the derivation of—Euphony, idiom, philology, solecism, synonym, dialect, orthoepy, syllable, gramophone, advantage.

4. Classify the clauses in the following passage, and show their mutual relationship :—

"*Scenes* formed for contemplation, and to nurse  
The growing seeds of wisdom, that suggest,  
By every pleasing image they *present*,  
Reflections *such as* meliorate the heart,  
Compose the passions, and exalt the mind,  
Scenes *such as these*, it is man's supreme delight  
To fill with riot, and defile with blood."

5. Parse fully the italicised words in the foregoing passage.

6. Explain the terms—Prosody, verse, stanza, rhythm, rhyme, metre, foot. Give an example of each of the following measures :—Iambic heptameter, trochee, anapest, dactyl.

7. Write an essay on one of the following subjects :—

- (a) A taste for reading.
- (b) Australian defence.
- (c) Education should train the mind, not merely store it.

8. What is meant by précis writing? Give a brief abstract of any one of the following poems :—

- (i.) "The Destruction of Sennacherib's Army."
- (ii.) "The Well of St. Keyne."
- (iii.) "The Downfall of Poland."

#### For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Give, in brief outline, Macaulay's views on the moral principles involved in Clive's acceptance of gifts from Meer Jaffer and other native princes after the battle of Plassey.

2. Write short explanatory notes on the Jauts, the Rohillas, the Mahrattas.

3. "Not a single great ruler in history can be absolved by a judge who fixes his eye inexorably on one or two unjustifiable acts. Bruce the deliverer of Scotland, Maurice the deliverer of Germany, William the deliverer of Holland, his great descendant the deliverer of England, Murray the good regent, Henry IV. of France, Peter the Great of Russia, Cosmo the father of his country; how would the best of them pass such a scrutiny?" Explain the first sentence in the above passage. Who were the great personages referred to, and of what unjustifiable act was each of them guilty?

4. (a) Several eminent commentators refer to *Macbeth* as Shakespeare's masterpiece. Show wherein the chief merits of the drama lie.

(b) Explain the following extracts from the play, and say by whom and under what circumstances each was spoken :—

- (i.) "To be thus is nothing,  
But to be safely thus,—Our fears in Banquo  
Stick deep; and in his royalty of nature  
Begins that which would be feared."
- (ii.) "Things bad begun make strong themselves by ill."
- (iii.) "The labour we delight in physics pain."
- (iv.) "Come sealing night,  
Scarf up the tender eye of pitiful day."
- (v.) "The very firstlings of my heart shall be  
The firstlings of my hand."

5. "Thackeray's was the manner of comedy, which recognises that of good and ill all characters are made, and which develops its story through the character, rather than through the circumstances."

What is meant by the expression, "Developes its story through the character, rather than through the circumstances"? How is the latter part of the above statement borne out in the description of characters in *Vanity Fair*?

6. Sketch briefly the character of Miss Crawley. Show Thackeray's sense of humour in his portraiture of the following members of Miss Crawley's household :—Miss Briggs, Mrs. Firkin, Mr. Bowles.

7. Explain the following extracts from Pope's "Essay on Criticism" :—

- (a) "Those oft are stratagems which errors seem,  
Nor is it Homer nods, but that we dream."
- (b) "If where the rules not far enough extend,  
Since rules were made but to promote their end,  
Some lucky licence answer to the full  
The intent proposed, that licence is a rule."
- (c) "His praise is lost who stays till all commend."

8. "Hear how Timotheus' varied lays surprise,  
And bid alternate passions fall and rise!  
While at each change the Son of Lybian Jove  
Now burns with glory, and then melts with love;  
Persians and Greeks like turns of nature found,  
And the world's victor stood subdued by sound."

What poem does Pope here refer to, and who was its author? Who were "Timotheus" and "the Son of Lybian Jove"? Explain the last two lines.

9. Write a brief biographical sketch of any one of the following authors :—

- (1) Lord Macaulay.
- (2) William Makepeace Thackeray.
- (3) Alexander Pope.

## HISTORY.

19th December—Afternoon, 2 to 5.

## For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Give the names of—
  - (i.) The first Governor of Queensland;
  - (ii.) The present Governor;
  - (iii.) The Governor-General of the Commonwealth;
  - (iv.) The present Prime Minister of England;
  - (v.) His predecessor.
2. Enumerate four great industrial inventions of the 18th century, and give the names of the respective inventors.
3. Write what you know regarding—
 

"The Black Hole of Calcutta"; or—  
"The Charge of the Light Brigade."
4. Tell briefly the story of *either one* in each of the following groups:—
  - (i.) The Massacre of Glencoe; or—The Jacobite Rising of 1745.
  - (ii.) The Reform Bill of 1832; or—The Repeal of the Corn Laws.
  - (iii.) The Jameson Raid; or—The Siege of Ladysmith.
  - (iv.) The Eureka Stockade; or—The Discovery of Gold at Gympie.

## For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Write brief explanatory notes on—Danelaw, weregild, fyrd, scutage, purveyance.
2. What is meant by Bretwalda? How many Bretwaldas were there? Name as many of them as you can, distinguishing those that are noted as lawmakers.
3. State shortly the particulars connected with the Battle of the Standard.
4. (a) Enumerate the dominions of Henry II., and state how he came by such extensive possessions.  
(b) Describe briefly the history of the closing years (1185-1189) of this monarch's reign.
5. Give an account of the quarrel between John and the Pope.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Write brief explanatory notes on the following:—Statute of Treasons, Statute of Provisors, Statute of Labourers, the "Unlearned" Parliament, "Burnt Candlemas."
2. (a) Name the three real causes of the "Hundred Years' War."  
(b) Show clearly the grounds on which Edward III. based his claim to the Crown of France.
3. Give particulars regarding the reduction of Wales by Edward I.
4. (a) Make a genealogical table to show the descent of the Lancastrian and Yorkist Kings from Edward III.  
(b) Name ten battles fought during the Wars of the Roses, and state by which side each was won.
5. Write a short account of John Wyclif.

## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Write brief explanatory notes on the following:—Pilgrimage of Grace, Millenary Petition, Self-denying Ordinance, Habeas Corpus Act, Trial of the Seven Bishops.
2. Comment suitably on *either* of the following statements:—
  - (a) "Henry VII. did not try to make England great, but safe and prosperous."
  - (b) "Apart from political triumphs, the pride of the Elizabethan age was its literature."
3. The Civil War, 1642-1646, falls into three clearly defined periods. Indicate them, and give a summary of each.
4. Name the measures passed against Dissenters in the reign of Charles II., and state shortly the provisions of any one of them.
5. Give a brief account of the Monmouth Rebellion.

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Give the seven clearly marked periods of the "Second Hundred Years' War" (1689-1815).
2. Locate by means of a sketch-map the following places mentioned in your history:—Austerlitz, Badajoz, Blenheim, Brest, Corunna, Fontenoy, Fuentes d'Onoro, Malplaquet, Marengo, Oudenarde, Ramillies, St. Vincent, Steinkirk, Torres Vedras, Toulon, Trafalgar, Utrecht, Vittoria, Walcheren.
3. Describe with a plan any one of the following battles:—Nile, Quebec, Trafalgar, Waterloo.
4. How do you account for the distress in England after the Battle of Waterloo?
5. What do you know of the state of public education in England up to 1870, and of Forster's Elementary Education Act?

6. Select either (1) a king, (2) a statesman, (3) a bishop, or (4) a poet who lived during the period, and describe his character and explain his importance.

7. Write explanatory notes on—Olive Branch, Pragmatic Sanction, Wood's Halfpence, Jenkins's Ear, Protection, Radicals, Jingoism.

8. What historical events are connected with the following dates:—1706, 1713, 1720, 1780, 1799, 1805, 1815, 1818, 1832, 1843, 1857, 1846?

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Select an influential statesman, and describe his character and work.
2. Write notes of a lesson on the origin and growth of Parliament.
3. State the questions at issue between Henry II. and Becket, and show how far they were solved by the Constitutions of Clarendon.
4. Relate the events which led to the enforced passing of Magna Charta. What provisions in it secured the rights of the tenants-in-chief, the right of the nation to control taxation, the better administration of justice, the rights of the church?
5. Mention, with dates if you can, risings in the times of the Tudors which were due to discontent caused by religious changes, taxation, or poverty. Give a short account of *one* of them.
6. Distinguish between the tenets of the Presbyterian and Independent parties in the matter of politics and church government.
7. Write a short account of the following:—The growth of wealth and prosperity in England during the reign of Elizabeth; Elizabeth and the Puritans; the causes of the literary activity in the reign of Elizabeth.
8. Describe with a plan the Battle of Trafalgar; or—  
Relate briefly the origin and progress of British supremacy in India, illustrating with a map.
9. What were the principal reforms since 1820 which have taken place regarding religious toleration, child labour, education, freedom of trade? Name the persons to whose advocacy they were chiefly due.

## SCHOOL MANAGEMENT.

20th December—Morning, 9:30 to 12:30.

## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Print in German text the word "Scholastic," and write as a large-hand copy the words "Great Britain."
2. Upon what does the discipline of a school depend? Give reasons for your answer.
3. What is meant by inductive teaching? How would you employ it in a lesson on the structure and functions of a flower?
4. Name the chief faults in the articulation and enunciation of our children, and state how you correct them.
5. By what means should spelling be taught? Give your answer as for a school of five classes.
6. How would you give a first lesson on the mensuration of the circle to a Fifth Class?

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Write the following copies:—In half-text, the words "Technical College"; in small hand, "Socrates was a philosopher."
2. Comment on the following statement:—"The teacher's manner should be courteous and kind, yet magisterial."
3. Give the teaching notes necessary for a lesson on "The formation of clouds."
4. What reason would you give to a Fifth Class for the anomalies in English spelling?
5. What directions would you give to a young pupil-teacher to ensure careful supervision of a writing lesson?
6. How do you teach Second Class pupils to construct their own multiplication tables?
7. Sketch your plans for a first lesson on the physical geography of Queensland.
8. What are the main aims of a teacher of history?
9. How do you teach etymology to a Fifth Class?
10. Write teaching notes for a lesson in model drawing, the subject being a cylinder.
11. Set down concisely your instructions to a class about to attempt their first paraphrase.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. The best way to secure attention is to make the lesson enjoyable. How do you obtain this result in your geography lessons?
2. How would you advise a newly appointed head teacher with regard to the rules which he should enforce in his school?
3. By what means do you cultivate a good tone in your school?

4. 'Proceed from the known to the unknown.' How would you obey this direction in a first lesson on simple multiplication?
5. What is meant by ellipsis in questioning? What are its chief faults?
6. Set down the advice which you would give a pupil-teacher when preparing his first full notes of a lesson.
7. How do you select your passages for recitation? What advantages are gained by learning and repeating poetry?
8. What are your rules when classifying new scholars?
9. Draw out a time-table for the third half-year of a second class. With the exception of the last half-hour, Monday, Wednesday, and Friday must have similar lessons, as also Tuesday and Thursday.
10. Set down methodically the requirements in drawing for the different classes of pupils.
11. State the course to be followed when there is no attendance through stormy weather or other unforeseen cause. What Regulation deals with the subject? Quote it.

## MUSIC.

20th December—Afternoon, 3:30 to 5.

### For Admission as Pupil-Teacher of the Second Class.

1. Write Figure I. so as to sound an octave higher, using the tenor clef. Letter and name each note.
2. (a) Write on a staff, using the F clef, six notes without accidentals, which, when played on the piano, will sound the same as the notes given in Figure II.  
(b) Lower the first three notes of Figure II. a semitone, and raise the last three a semitone, using the proper signs.
3. (a) Write out Figure III., doubling the value of each note.  
(b) Rewrite Figure III., using rests instead of notes. Name each note and rest in both cases.
4. Say what the following signs mean:—f., p., cresc., rit., rall., mp., dim., accel.
5. Rewrite Figure IV. in short score.
6. Describe the modulator you would use in class, and the method you would adopt in order to teach children how to pitch the sounds Doh, Me, Soh.

### For Admission as Pupil-Teacher of the Third Class.

1. Write on a staff with the G clef the major scales of G and F. Draw a staff modulator of both scales, clearly marking Doh, Me, Soh, Doh'. [See note after questions for Admission as Teacher of the Third Class.]
2. (a) To what class of time do the following signatures respectively belong:— $\frac{3}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{8}$ ,  $\frac{2}{4}$ ,  $\frac{1}{4}$ ?  
(b) What is the time signature for three dotted minims in a bar?  
(c) State the difference between simple and compound time.
3. By adding dots or shortening the value of the notes, turn Figure I. into (a) a bar of compound duple time; (b) a bar of simple triple time; (c) a bar of compound quadruple time. Write the time signatures to each example.
4. Complete Figure II. by using the proper rests.
5. State what you consider to be essential to secure pure tone in singing.

### For Admission as Pupil-Teacher of the Fourth Class.

1. Complete Figure I. with either notes or rests, marking the accents. The notes or rests may be placed either before or after the notes given.
2. Write on a staff the signatures of the minor keys to which the following are respectively the leading notes:—E, G sharp, D, B.
3. Write the following scales:—B major, C sharp minor (melodic), F minor (harmonic). Mark the semitones.
4. Before each note in Figure II. write a diatonic semitone below, and after each note write a chromatic semitone above.
5. (a) State your method of teaching in class simple common and simple triple time.  
(b) Write out two monotone time exercises, of six bars each, in  $\frac{3}{4}$  and  $\frac{2}{4}$  rhythm.

### For Admission as Teacher of the Third Class.

1. Transpose Figure I. into the key of F sharp minor. Give the meaning of any words or signs used.
2. Write in the alto clef the scale of C minor (melodic) descending, in the tenor clef B flat minor (harmonic) ascending, and in the bass clef the relative minor scale of B major (both forms).
3. Write out Figure II., naming each chord and figuring where necessary.
4. Invert the intervals in Figure III., and name the inversions.

5. Rewrite Figure IV. correctly, according to the time signature given, marking the accents.

6. (a) Write a simple melody of about twelve notes in the key of G on a staff modulator, introducing the sharpened fourth (Fe).  
(b) Describe your method of teaching simple sight reading from a modulator.

[An example of a staff modulator in the key of E would be a staff with a block mark on the first line and the fourth space, indicating the Doh.]

### For Admission as Teacher of the Second Class.

1. Write the following intervals:—  
(a) A major seventh on the super-tonic of E major.  
(b) An augmented second on the leading note of G minor.  
(c) A diminished fifth on the sub-dominant of C sharp major.
2. Add treble, alto, and tenor parts to Figure I.
3. Add alto and tenor parts to Figure II.
4. Harmonize the melody given at Figure III. The harmony may consist of as simple chords as possible.
5. State your method of teaching children (a) to keep time; (b) to produce pure tone in singing.

## ALGEBRA.

21st December—Morning, 9:30 to 12:30.

\* \* All the details of the work must be given.

### For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Find the sum of  $6a - (2a - b)$  and  $b - (3a - 2b)$ , and subtract  $a - 2b$  from the result.
2. (i.) Distinguish between coefficient and index.  
(ii.) How should  $aaa\ bb\ c\ dddd\ ee$  be written?  
(iii.) What is meant by the dimensions of a term? How many are contained in  $3x^2y^3$ ?
3. If  $X = 3px^3 - px - 4$ , and  $Y = 16 + qx - 3qx^2$ , find the value of  $qX + pY$ .
4. What is the value of—  
(i.)  $x^3 - (x - 2) + 3(x^2 - 2 - 5x)$  when  $x = -2$ ?  
(ii.)  $b^2 \sqrt{ce^2 - \sqrt{e^2 - c^2}(2c + \sqrt{c})}$  when  $b = 2$ ,  $c = 4$ ,  $e = 5$ ?
5. (i.) The product of  $(x + 8)$  and  $(x - 7) = x^2 + x - 56$ . Show how each term in the result is obtained.  
(ii.) Give a rule for each of the following results:—  
 $(a + b)^2 = a^2 + 2ab + b^2$ .  
 $(x + y)(x - y) = x^2 - y^2$ .
6. Find the product of  $3x(x - 3) + 2(2x^2 + 1)$  and  $4(x - 1) - (x - 9)$ .
7. Divide  $ax^3 - (a^2 + b)x^2 + b^2$  by  $ax - b$ .

### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. (a) How many men will be required to do in  $x$  hours what  $y$  men can do in  $z$  hours?  
(b) What is the product of three consecutive numbers of which the least is  $n$ ?
2. If  $b = 2$ ,  $c = 4$ , and  $d = 6$ , find the value of—  
$$b^3 - \{\sqrt{(b^3 + 1)} + 2\} + \{bc - \sqrt[3]{(bc)}\} \sqrt{\frac{b + d}{2}}.$$
3. If  $X$  stands for  $x - a$ , and  $Y$  for  $2x + a$ , find the product of  $X + Y$  and  $X + 2Y$ .
4. Reduce the following expressions to a simple fraction:—  
(i.)  $a^3 - 3a - \frac{3a(3 - a)}{a - 2}$ .  
(ii.)  $\frac{2a}{3x} + \frac{5b}{12y} + \frac{3c}{4z}$ .  
(iii.)  $\frac{3ab}{10b^2} \times \frac{4ab^2}{9b^2c} \times \frac{5ac}{8a^2b}$ .
5. (a) Show that—  
$$\frac{x + 7}{3} - \frac{3x}{5} - (x - 2) + \frac{1}{2}(3x - 11) = \frac{7x - 35}{30}.$$
  
(b) Solve the following equation:—  
$$(x - 3)^2 - (x - 4)^2 = 3.$$
6. A man's age is three times that of his son; in fifteen years it will be double that of his son. How old is each now?
7. At an examination A obtained 11 marks less than B. If he had gained half as many marks again as he did, he would have beaten B by 17. How many marks did each receive?

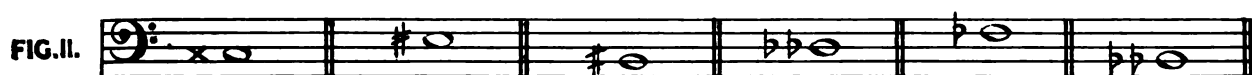


# MUSIC

## EXAMINATION OF TEACHERS

DECEMBER, 1906.

*For Admission as Pupil-Teacher of the Second Class.*



*For Admission as Pupil-Teacher of the Third Class.*



*For Admission as Pupil-Teacher of the Fourth Class.*





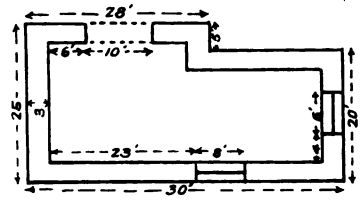
# SCALE AND GEOMETRICAL DRAWING.

For Admission as Pupil-Teacher of the First Class.

1. The EF represents 1 mile 3 furlongs. Set off from E a distance representing 1 mile. Mark the subdivisions for furlongs. Construct the scale to measure the distance.

\_\_\_\_\_ F

2. Copy the plan of the building to a scale of  $\frac{1}{4}$ -inch = 2 feet.



3. At A make an angle of  $45^\circ$ ; at B an angle of  $75^\circ$ ; at C an angle of  $120^\circ$ .

\_\_\_\_\_

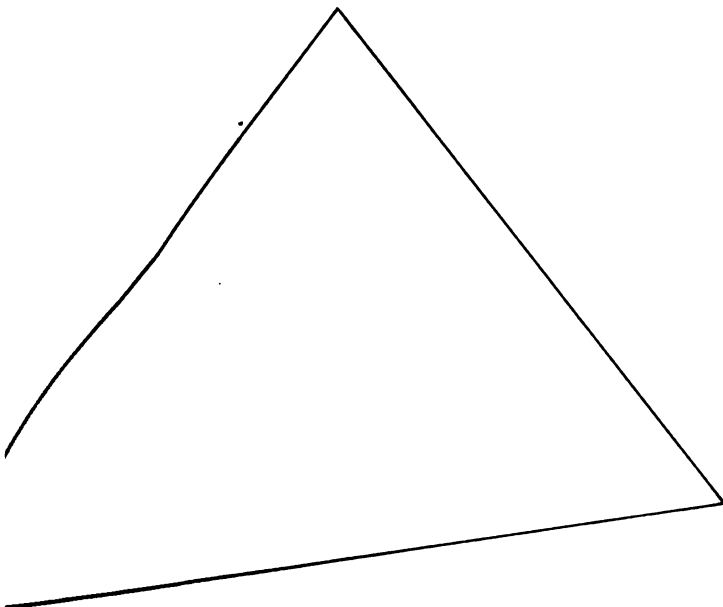
B \_\_\_\_\_

C \_\_\_\_\_

4. Draw any two lines to cross each other. Bisect the angles thus formed.

5. Draw three lines within the triangle parallel to each side of it at a distance of 1 inch.

6. Draw a line 9 feet long. From a height of  $2\frac{1}{2}$  feet above it, let fall a perpendicular. Scale,  $\frac{1}{4}$ -inch = 1 foot



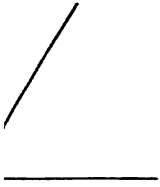




# GEOMETRICAL DRAWING.

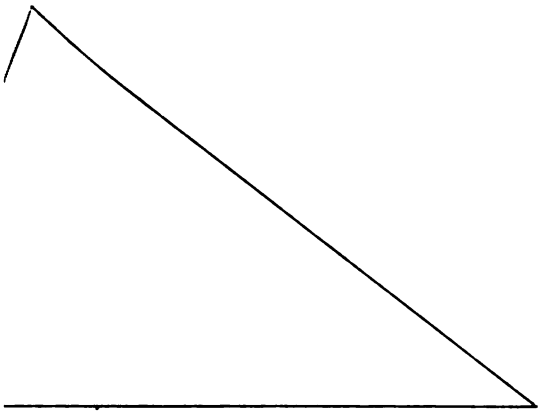
For Admission as Pupil-Teacher of the Third Class.

1. Construct an isosceles triangle having an altitude of 4 inches, and angles at the base equal to the given

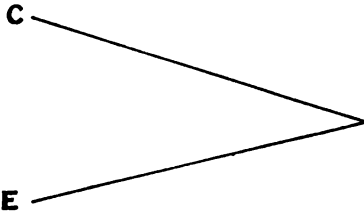
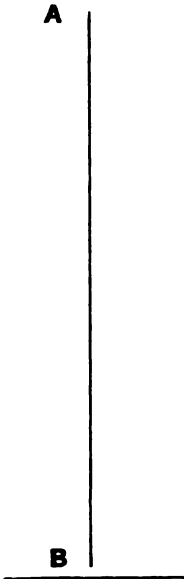


2. Draw a line 8 yards 1 foot long, and cut off three-fifths of it. Scale,  $\frac{1}{4}$ -inch = 1 foot.

3. Inscribe a circle in the given triangle.

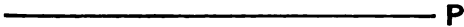


4. Construct a right-angled triangle having its hypotenuse equal to AB, and one of its acute angles equal to the angle CDE.



5. From the two points M and N draw lines to meet upon the given line OP at equal angles.

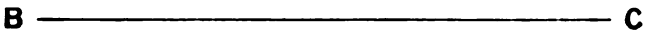
N



6. Find a point A in the given line BC which shall be equidistant from the two given points, D and E.

E

D



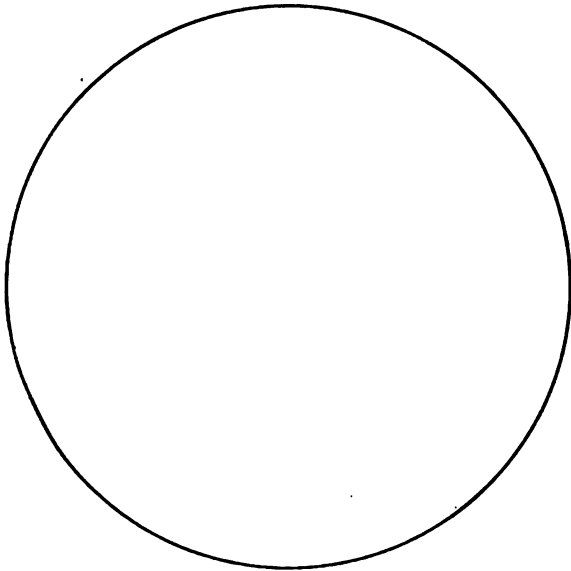




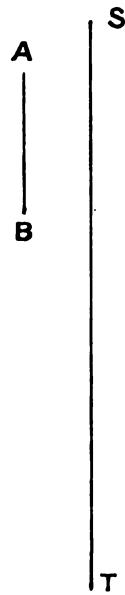
# GEOMETRICAL DRAWING.

For Admission as Pupil-Teacher of the Fourth Class.

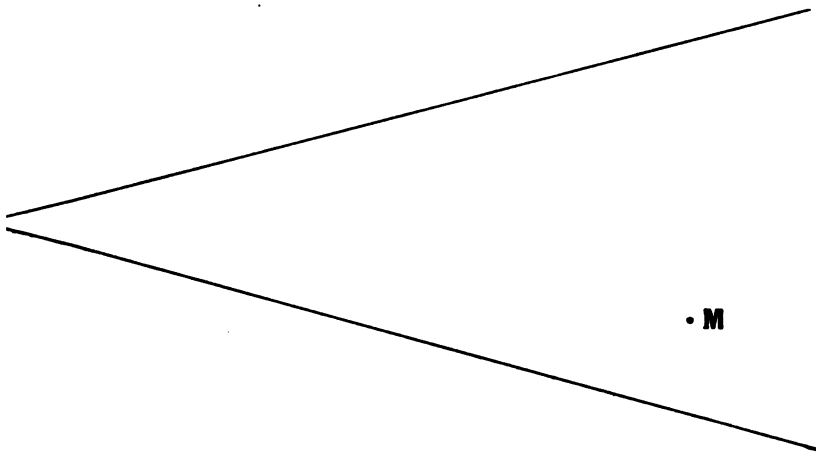
1. In the given circle inscribe three equal semicircles.



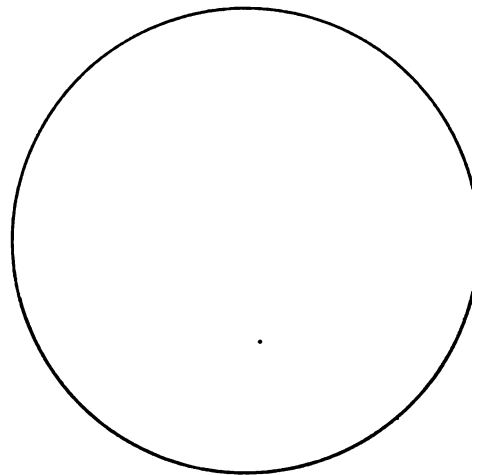
2. Construct an isosceles triangle with an altitude  $AB$ , and its perimeter equal to  $ST$ .



3. Describe a circle to touch the two converging lines and to pass through the point  $M$  between them.

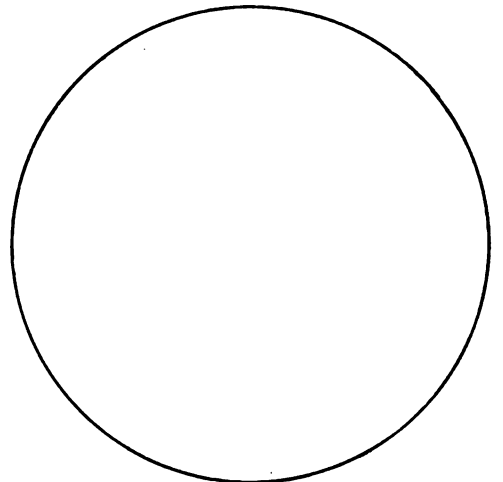


4. Describe a regular pentagon about the given circle.



5. A wheel  $2\frac{1}{2}$  feet diameter drives by means of a band another wheel  $1\frac{1}{2}$  feet diameter. The centres of the wheels are 4 feet apart. Show the position of the driving band. Scale,  $\frac{1}{4}$ -inch = 1 foot.

6. Within the given circle inscribe six equal circles touching two others.







**MODEL DRAWING.**

**For Admission as Pupil-Teacher of the Second Class.**

- 1. Draw the straw hat.
- 2. The drawing is to be as large as the paper will admit. Small drawings will be held to be of little value.
- 3. Ruling and measuring are forbidden, except that the pencil may be held between the eye and the object, to estimate apparent dimensions.

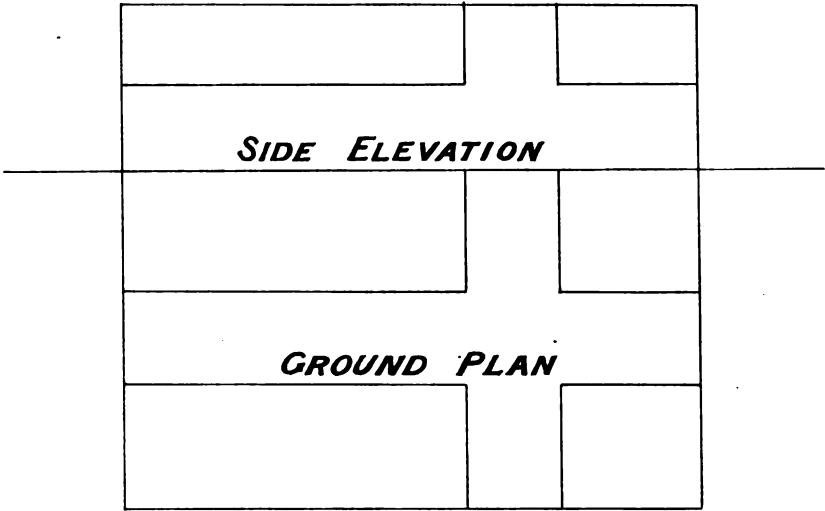
**MODEL DRAWING.**

**For Admission as Teacher of the Third Class.**

- 1. Draw the cube, pyramid, and ring.
- 2. The drawing is to be as large as the paper will admit. Small drawings will be held to be of little value.
- 3. The pencil may be used to estimate the relative apparent sizes of the objects or parts of the objects to be drawn, but only by holding it between the eye and the objects. All other forms of measuring, ruling, or other mechanical means of execution are strictly forbidden.

**PERSPECTIVE DRAWING.**

**For Admission as Teacher of the Second Class.**



- 1. The diagrams give the plan and side elevation of a simple monument. Represent it in perspective. The object is to touch the picture line two feet to the spectator's left, and the long sides to vanish to the left at angles of 30°.

Scale, 1/4-inch to 1 foot. Eye, 10 feet from P.P., 5 feet above G.P.



## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Divide  $\frac{1}{2}x^2 + 2x^2 + \frac{1}{2}$  by  $3x^2 + 2x + \frac{1}{2}$ .
2. Resolve into elementary factors—
  - (i.)  $ax - bx + ay - by$ .
  - (ii.)  $a^2 + c^2 - b^2 - a^2 - 2ac - 2bd$ .
3. Solve the following equations:—
  - (i.)  $4x - \frac{y}{2} = 11$ ,  $2x - 3y = 0$ .
  - (ii.)  $\frac{1}{x} - \frac{1}{y} = \frac{1}{6}$ ,  $\frac{1}{y} + \frac{1}{z} = 3\frac{1}{2}$ ,  $\frac{4}{x} + \frac{3}{y} = \frac{4}{z}$ .
4. Extract the square root of—
 
$$\frac{x^4}{4} - 3x^2 + \frac{28x^2}{3} - 2x + \frac{1}{3}$$
5. Extract the cube root of—
 
$$x^3 - 3ax^2 + 5a^2x^2 - 3a^2x - a^3$$
6. In paying two bills, one of which exceeded the other by one-third of the less, the change out of a £5-note was half the difference of the bills. What were their amounts?
7. A and B have two guineas between them: If A gives B a shilling for every penny B has, A will then have ten shillings less than B. How much had each at first?

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (a) What is the difference between an identity and an equation as those terms are ordinarily understood?  
 (b) Enunciate the four axioms on which the process of solving simple equations depends.  
 (c) Frame a question which would be symbolically represented by the expression—
 
$$\frac{4x}{5} + 2 = 2x - 4$$
  
 (d) Explain why the term "Greatest Common Measure" as used in arithmetic is inappropriate when applied to algebraical quantities.
2. Divide  $3x^5 + 14x^2 - 6x^3 - 12 - 4x^4$  by  $x^3 - 2$  by using detached coefficients.
3. Resolve into factors—
  - (i.)  $am - an - bm + bn - cm + cn$ .
  - (ii.)  $a^4 + b^4 - 18a^2b^2$ .
  - (iii.)  $32x^3 - 60x - 27$ .
  - (iv.)  $a^3 + b^3 - m^3 - n^3 - 2ab - 2mn$ .
  - (v.)  $(x+y)^3 + x + y$ .
4. Find the H.C.F. of  $4a^4 + 14a^3 + 20a^2 + 70a^3$  and  $8a^7 + 28a^6 - 8a^5 - 12a^4 + 56a^3$ .
5. Find the L.C.M. of  $6m(mn - n^2)^2$ ,  $9(m^2n^2 - m^2n^4)$ ,  $12n(m^3 + mn)^2$ .
6. Find the cube root of—
 
$$\frac{8a^3}{b^3} - \frac{24a^3}{b^2} + \frac{48a}{b} - 56 + \frac{48b}{a} - \frac{24b^3}{a^2} + \frac{8b^3}{a^3}$$
7. Solve the equation—
 
$$\frac{8}{x} - \frac{20}{y} = \frac{6}{z} + \frac{24}{x} = \frac{10}{y} + \frac{17}{z} = 12$$
8. Simplify—
 
$$\frac{x^2 + xy}{x^2y - y^3} - \frac{x^2 - y^2}{x^2y + 2xy^2 + y^3} + \frac{2y}{y^3 - x^3} + \frac{3}{-y - x}$$
9. A farmer bought equal numbers of two kinds of cows—one kind at £4 a head, and the other at £6 a head. If he had expended his money equally in the two kinds, he would have had one cow more. Find how many cows he bought.
10. A takes half an hour longer than B to walk 14 miles; but if he had walked half as fast again as he did he would have taken 50 minutes less than B. Find their rates of walking.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Find the square root of—
 
$$81 \left( \frac{\sqrt[3]{a}}{b^2} + 1 \right) + 36 \frac{a^{\frac{1}{2}}}{\sqrt{b}} (a^{\frac{1}{2}}b^{-1} - 1) - 158 \frac{\sqrt[3]{a^2}}{b}$$
2. Simplify—
  - (a)  $\sqrt{567} - \sqrt{448} + 14\sqrt{\frac{1}{7}}$ .
  - (b)  $2\frac{1}{2}6^{\frac{1}{2}} - (9)^{-\frac{1}{2}}\sqrt[3]{3^2} - \frac{1}{2}(576)^{\frac{1}{2}}$ .

## 3. Solve the equations—

$$(a) \begin{cases} \frac{1}{x^2} - \frac{1}{y^2} = \frac{19}{216} \\ \frac{1}{x} - \frac{1}{y} = \frac{1}{6} \end{cases}$$

$$(b) x^2 - x + \frac{90}{x^2 - x} = 33$$

$$(c) \frac{x-7}{x-10} + \frac{x-3}{x-6} = \frac{x-4}{x-7} + \frac{x-6}{x-9}$$

4. A train A starts to go from P to Q, two stations 192 miles apart, and travels uniformly. An hour later another train B starts from P, and, after travelling for 2 hours, comes to a point that A had passed 45 minutes previously. The rate of B is now increased by 4 miles an hour, and it overtakes A just on entering Q. Find the rates at which they started.

## 5. Find the sixth term of—

$$\left(1 - \frac{1}{m}\right)^{10}$$

6. If  $a, b, c$  be in geometrical progression, and  $x, y$  be the arithmetical means between  $a, b$  and  $b, c$  respectively, prove that—

$$\frac{a}{x} + \frac{c}{y} = 2$$

7. If the whole number of persons born in any month be  $\frac{1}{10}$  of the whole population at the beginning of the month, and the number of persons who die  $\frac{1}{10}$ , find the number of months in which the population will be doubled.

$$\log 2 = .3010300; \log 3 = .4771213; \log 7 = .8450980$$

8. A person has 20 acquaintances, 12 of whom are relatives. In how many ways may he invite 15 guests from among them so that exactly 8 of these are relatives?

9. If the square root of a number consists of  $2n + 1$  figures, when the first  $n + 1$  of these have been obtained by the ordinary method, show how the remaining  $n$  figures may be found by division.

## GEOMETRY (NEW SCHEDULE).

21st December—Afternoon, 2 to 5.

DIRECTIONS TO EXAMINEES.—1. Draw figures where necessary to explain the answers. 2. When an answer is shown on more than one page, the figure must be repeated on each page.

## For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. A clock is started at noon: through what angles will the hour-hand have turned by (i.) 3.45 p.m.; (ii.) 10 minutes past 5 p.m.? What will be the time when it has turned through  $172\frac{1}{2}$  degrees?
2. Make an angle  $AOB = 40^\circ$ ; produce AO to C. By how much is the angle AOB less than a right angle? By how much is the angle BOC greater than a right angle?
3. Inscribe a regular hexagon in a circle with a diameter of 2 inches. If lines are drawn from the angles of the hexagon to the centre of the circle, how many degrees are there in each of the angles at the centre?
4. Construct a triangle to the following measurements:—Angle C =  $90^\circ$ ; BC = 3.9 inches; CA = 2.8 inches; and measure AB.
5. From a point A, a surveyor goes 150 yards due East to B; then 300 yards due North to C; finally, 450 yards due West to D. Plot his course (scale 1 inch to 100 yards) and find how far D is from A. Measure the angle DAB, and say in what direction D bears from A.
6. Name three properties of parallel straight lines.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Define and illustrate—Supplementary angles, vertically opposite angles, alternate angles, congruent figures, locus.
2. If a straight line stands on another straight line, the sum of the two angles so formed is equal to two right angles. Prove this theorem and state its converse.
3. Prove that the sum of the angles of a triangle is equal to two right angles.
4. The locus of a point which is equidistant from two fixed points is the perpendicular bisector of the straight line joining the two fixed points.
5. ABCD is an isosceles trapezium with AD = BC. Prove that the angle at C is equal to the angle at D.
6. Find the locus of a point P which moves so that its perpendicular distances from two given straight lines AB, CD are equal to one another.



## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. On the squared paper supplied to you plot the eight points (0, 5), (3, 4), (5, 0), (4, -3), (-5, 0), (0, -5), (-4, 3), (-4, -3), and join the points.

2. Prove that the area of a triangle is measured by half the product of the base and the altitude.

$$3. (a + b)^2 = a^2 + b^2 + 2ab.$$

State in words the geometrical theorem corresponding to the above algebraic formula, and prove the theorem.

4. In a right-angled triangle, the square on the hypotenuse is equal to the sum of the squares on the sides containing the right angle. *Draw the figure and give directions for a construction necessary and sufficient for the proof of this proposition.*

5. Equivalent triangles on equal bases are of the same altitude.

6. F is any point on the base BC of a triangle ABC: E is the mid-point of BC. ED is drawn parallel to AF. Prove that the triangle DFC is equal to half the triangle ABC.

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Prove that a straight line drawn from the centre of a circle to bisect a chord which is not a diameter is at right angles to the chord.

2. Find the centre of a given circle.

3. Inscribe a circle in a given triangle.

4. Prove that the opposite angles of any quadrilateral inscribed in a circle are supplementary.

5. If the circumference of a circle be divided into  $n$  equal arcs, the points of division are the vertices of a regular  $n$ -gon inscribed in the circle.

6. The area of a circle =  $\frac{1}{2}$  radius  $\times$  circumference of circle. Prove that this statement is approximately true.

7. State and prove the converse of the Theorem of Pythagoras.

8. Inscribe in a circle an isosceles triangle, the vertical angle of which is three times either angle at the base. Give construction and proof.

9. Draw a plan and find the area of a field in the following survey:—

YARDS.

	To A	
	440	
	360	80
70	300	
100	200	
50	100	80
From	1)	go North

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. If two circles touch, the point of contact lies in the straight line through the centres.

2. State and prove the converse of the theorem—Angles in the same segment of a circle are equal.

3. If a straight line touch a circle, and from the point of contact a chord be drawn, the angles which this chord makes with the tangent are equal to the angles in the alternate segments.

4. If a straight line EF drawn parallel to the base CD of a triangle BCD cuts BC, BD in E, F respectively, then  $\frac{BE}{BC} = \frac{BF}{BD}$ .

5. If two triangles are equiangular, their corresponding sides are proportional. *Give directions for construction only.*

6. Find the mean proportional between two given straight lines.

7. The locus of a point which is equidistant from two intersecting straight lines consists of the pair of straight lines which bisect the angles between the two given lines.

8.  $a^3 - b^3 = (a + b)(a - b)$ . State this identity as a theorem, and give a geometrical proof of the theorem.

9. Obtain the roots of the quadratic equation  $x^2 - 6x - 16 = 0$  by means of a graphical construction; and test your result algebraically. Make your measurements in inches and tenths, according to the squared paper supplied.

10. Of any two chords of a circle, that which is nearer to the centre is greater than one more remote. Prove this theorem, and state and prove its converse.

## GEOMETRY (EUCLID—OLD SCHEDULE).

21st December—Afternoon, 2 to 5.

DIRECTIONS TO EXAMINEES.—1. Hall and Stevens' symbols and abbreviations may be used. 2. Any letters or figures may be used in the deductions; and any letters except A, B, and C in the book-work. 3. When an answer is shown on more than one page, the figure must be repeated on each page.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.

2. If a parallelogram and a triangle be upon the same base and between the same parallels, the parallelogram shall be double of the triangle.

3. Triangles upon the same base and between the same parallels are equal to one another.

4. The opposite sides and angles of a parallelogram are equal to one another, and the diameter bisects the parallelogram.

5. If a straight line falling on two other straight lines make the alternate angles equal to each other, these two straight lines shall be parallel.

6. Define the quadrilateral figures mentioned by Euclid.

## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.

2. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the parts.

3. Equal triangles upon equal bases in the same straight line, and towards the same parts, are between the same parallels.

4. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles are together equal to two right angles.

5. If a straight line fall upon two parallel straight lines, it makes the alternate angles equal to one another, and the exterior angle equal to the interior and opposite angle upon the same side; and likewise the two interior angles upon the same side together equal to two right angles.

6. (a) What is Euclid's criterion of geometrical equality?

(b) Enunciate the propositions of Book I. in which the method of proof called *Reductio ad absurdum* is employed.

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Describe a square that shall be equal to a given rectilinear figure.

2. Prove algebraically that, if a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

3. In any triangle, if a perpendicular be drawn from the vertex to the base, the difference of the squares upon the sides is equal to the difference of the squares upon the segments of the base.

4. Prove the proposition in Book II. to which the following may be considered a corollary:—The rectangle contained by the segments of any straight line is a maximum when the point of section is the middle point.

5. (a) Prove that in any right-angled triangle the square which is described upon the side subtending the right angle is equal to the squares described upon the sides which contain the right angle.

(b) Describe a square equal to the sum of two given squares.

6. Divide a straight line into two parts so that the sum of their squares may be the least possible.

7. Parallelograms upon the same base and between the same parallels are equal to one another.

8. If the sides of a triangle be as 2, 4, 5, show whether it will be acute or obtuse angled.

9. Show that if an angle and its supplement be bisected the bisecting lines are perpendicular to each other.

# EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, DECEMBER, 1906.

## ARITHMETIC.

18th December—Morning, 9:30 to 12:30.

\*.\* Set down the working of the sums so that the process by which each answer is obtained may be seen; and draw diagrams to make clear the working of questions in mensuration. Full marks will not be given if the working is not set down in a neat and orderly way.

1. Instead of multiplying a certain number by  $1\frac{1}{2}$ , a boy divided it by  $1\frac{1}{2}$ , and got  $5\frac{1}{2}$  as his answer. What is the correct answer?

2. At a meeting to raise money for a hospital, every person present gave as many pence as there were persons at the meeting. The total sum collected was £86 3s. How many persons were present, and how much did each contribute?

3. After having spent  $\frac{1}{4}$  of my money,  $\frac{1}{4}$  of what was then left, and  $\frac{1}{4}$  of what still remained, I had 18s. less than I had at first. What had I at first?

4. Divide the sum of  $2\frac{1}{2}$  and  $\frac{3}{4}$  of  $1\frac{1}{2}$  by  $3\frac{1}{2}$ , and from the quotient take  $1\frac{1}{2}$  of  $857142$ . (Set down the work as one continuous process, and not in broken detachments.)

5. A certain work has to be completed in 12 weeks. In 8 weeks 50 men do two-thirds of the work. If each man is then required to do one-quarter more work per day than before, how many men can be discharged?

6. If 7s. 6d. be paid for a piece of work which A and B together could do in 4 hours, B and C together in 5 hours, and A and C together in 6 hours; find A's wages at this rate for a working day of 8 hours.

7. A man sells an article for 8s. 8d., and thereby gains  $\frac{1}{4}$  of what it cost him. At what price must he sell it so as to gain  $\frac{1}{4}$  of what he sells it for?

8. A train 44 yards long overtakes a man walking by the side of the line at the rate of 3 miles an hour, and passes him completely in 6 seconds. At what rate in miles per hour is the train moving?

9. The banker's discount on a certain bill is £2 12s. 6d., which exceeds the true discount by 2s. 6d. Find the amount of the bill.

10. A rectangular grass plot, the lengths of the sides of which are as 2:3, costs £14 8s. for turfing at the rate of 4d. per square yard. Find how much it would cost to fence it in at the rate of 2s. 6d. per yard.

11. The sum of the hypotenuse and the base of a right-angled triangle is 32 feet, and the difference of the same two sides is 18 feet. How many square feet does the triangle contain?

12. If the area of a circle whose diameter is 3 feet 6 inches be divided into three equal parts by concentric circles, find the radius of the inner circle and the width of each of the two rings thus formed. ( $\pi = 3\frac{1}{2}$ .)

## GEOGRAPHY.

18th December—Afternoon, 2 to 5.

\*.\* The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

1. The following ports of call or places passed by steamers are mentioned in the shipping news of a Brisbane paper. Give the exact situation of each:—Mourilyan, Marseilles, Plymouth, Palermo, Byron Bay, Nagasaki, Glasgow, San Francisco, Hamburg, Manila, Pinkenba, Vladivostok, Vancouver, Singapore, Colombo, Gabo Island, Holyhead, New York, Port Douglas, Naples.

2. Queensland exports gold, wool, live stock, sugar, preserved meat, hides and skins, copper, tin, tallow, green fruit, pearl and tortoise shell, oysters, and bêche-de-mer. Respecting each of these products, say—

- (1) Where it is produced, naming the districts and chief towns.
- (2) Name the Queensland port or ports from which it is shipped.
- (3) Say how it is conveyed to the port; and
- (4) The market to which it is shipped.

3. Write notes of information about each of the following parts of the British Empire:—Rhodesia, Mauritius, Newfoundland, Malta, Jamaica.

4. Name and give situation of the principal towns in the British Islands that are concerned in the following manufactures:—Cotton, wool, linen, silk, hardware.

5. Trace the several routes by which one can travel from Queensland to England, naming the ports of call and the objects of interest on each route.

6. Draw a map of British South Africa.

7. Write notes of information about the city of San Francisco, the Isthmus of Panama, Mount Vesuvius, the Victoria Falls, and the Philippine Islands.

8. Draw a map of New Zealand.

## ENGLISH GRAMMAR AND COMPOSITION.

19th December—Morning, 9:30 to 12:30.

1. What is an abstract noun? Form abstract nouns from (i.) the adjectives young, poor, true, proud, hot; (ii.) the verbs please, see, move, live, advise; and (iii.) the common nouns thief, hero, agent, boy, and bond.

2. State from the following forms the rules for forming English plurals:—Men, dogs, churches, sons-in-law, loaves, and heroes.

3. Explain and exemplify the following terms:—Auxiliary verb, defective verb, impersonal verb, irregular verb, and intransitive verb.

4. Give the past tense and past participle of the following verbs:—Sew, sow, lie (to lie down), lie (to tell a lie), lay, set, sit, rise, and raise.

5. Pick out the clauses in the following extract, and show their relation to one another:—

"They proffer up to Heav'n the warm request  
That He, who stills the raven's clam'rous nest,  
And decks the lily fair in flow'ry pride,  
Would, in the way His wisdom sees the best  
For them and for their little ones, provide."

6. (i.) Analyse the following simple sentences in detail:—

- (a) *How oft the sight of means to do ill deeds makes ill deeds done.*
- (b) *John being ill, we sent for the doctor.*
- (c) *Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear.*

(ii.) Parse the words in italics.

7. Correct or rearrange the following sentences:—

- (1) Avoid using a preposition to end your sentences with.
- (2) Send the next boy talking to the master's desk.
- (3) I saw a black and white man walking together.
- (4) One often finds those sort of mistakes.
- (5) Between each house there is a pretty garden.
- (6) Let him and I decide who we will invite.
- (7) I am one of those persons who cannot describe what I feel.
- (8) He with a pillow full of rage and jealousy smothered her.
- (9) Being a fine day, I went out for a walk.

8. Distinguish between prosecute and persecute, difference and deference, compliment and complement, allusion and illusion, urban and urbane; and give sentences to illustrate your answers.

9. Turn the following into a continuous narrative:—*Ass carrying salt—passing through stream—falls—loses salt—next day loaded with salt—lies down in stream—master resolves to teach lesson—third journey loaded with sponge—ass lies down—load heavier.*

10. Write an official letter (twenty to twenty-five lines will suffice) on a subject connected with the school or your school work.

11. (i.) Give the root and meaning of the root of the following words:—Hospitable, flourish, precious, rustic, munificent, preliminary, fabulous, culpable.
- (ii.) Make sentences to show that you understand how to use these words.
- (iii.) Give an example of a noun, and of an adjective, derived from each of the following roots:—luxus, rota, cura, litera, bellum, puer, radix, nomen. Give also the meaning of the root.

12. Conjugate the verb *have* in all its forms, except the subjunctive and potential moods, which omit.

# EXAMINATION FOR TEACHER OF THE FIRST CLASS, DECEMBER, 1906.

(Three hours allowed for each Paper.)

## ENGLISH—PAPER I.

1. Estimate and compare the forces that tend towards change in language, and those that are conservative.
2. "English is derived from German."  
Discuss the misapprehensions that lead to such erroneous statements, and indicate the relations of English to the other Germanic speeches.
3. Into what main elements may the English vocabulary be divided? What are their special uses?
4. Mention and describe the chief dialects of England after the Norman Conquest.
5. What were the origins of the Modern English system of orthography? In what ways does it seem to you satisfactory or the reverse?
6. Compare English of the time of Chaucer with that of the time of Shakespeare.
7. Distinguish between strong and weak verbs, Northumbrian and West Saxon dialects, analytic and inflectional systems in language.
8. What do you understand by the word "style" used in reference to literary composition?
9. Translate into Modern English—  
(a) He was awythe spedig man on thæm æhtum the heora speda on beoht, thæt is, on wildrum. He hæfde thagyt, tha he thone cyningc sohte, tamra deora unbebohra syx hund. Tha deor hi hatath 'branas'; thara weron syx stælhraas; tha beoht awythe dyre mid Finnun, for thæm hy foth tha wildan branas mid. He was mid thæm fyrstun mannun on thæm lande; næfde he theah ma thonne twentig hrythera, and twentig sceapa, and twentig awyna; and thæt lytle thæt he erede he erede mid horsan.  
(b) For all itt iss onnænness Godd,  
Thohh thatt te33 swa ne wenenn,  
Forrthi thatt te33 ne kepenn nohht  
Noff Crist, noff Cristess moderr.  
& tohh-swa-thehh nu wile icc 3u  
Off the33re lakees awwnenn,  
Hu mikell god te33 tacennn uss  
Off ure sawle nede.  
(c) And beyonde theise Yle, there is another Yle, that is clept Pytan. The folk of that Contree ne tyle not, ne labour not the Erthe: for thei eten no manere thing: and thei ben of gode colour, and of faire schap, afre hire gretnesse: but the smale ben as Dwerghes; but not so litlyle as ben the Pymeyes. Theise men lyven be the smelle of wyld Apples: and whan thei gon ony fer weye, thei beren the Apples with hem. For yif thei hadde lost the savour of the Apples, thei scholde dyen anon. Thei ne ben not fulle resonable: but thei ben symple and bestyalle.  
(d) Loo what sholde a man in thise dayes now wryte. eges or eyren/certainly it is harde to playse every man/ by cause of dyuersite & chaunge of langage. For in these dayes every man that is in ony reputacyon in his cottre. wyll vter his comynycacyon and maters in suche maners & termes/that fewe men shall vnderstonde theym/ And som honest and grete c'erkes haue ben wyth me and desired me to wryte the mooste curyous termes that I coude fynde/And thus bytwene playn rude & curyous I stande abashed. but in my Iudgemente/the comyn termes that be dayli vned ben lyghter to be vnderstonde than the olde and altoeyt englysshe.  
(e) Some fell apon stony grounde where it had nott moche erth/and a non it spronge vppe/be cause it had no depht of erth: and when the sun was vppe/hit cauth heet/and for lake of rotyng wyddred awaye. Some fell amonge thornes/and the thornes arose and chooked it. Parts fell in goode grounde/and broght forth good frute: some an hundred fold/some fyfty fold/some thyrty folde. Who-soever hath eares to heare/let him heare.

## ENGLISH—PAPER II.

1. Sketch the main lines of the contrast of character between Richard II. and Bolingbroke, and show its importance in the whole scheme of the play.
2. "The minor personages in *Richard II.* are either inconsistently or slightly depicted."  
Discuss this statement.
3. Explain the significance of the pastoral scenes, and the characters of Mamilius, Camillo, and Paulina in the *Winter's Tale*.

4. To what group of Shakespeare's plays does the *Winter's Tale* belong? Appreciate the characters of Hermione and Perdita, showing how they are typical of that group.
5. This old imperfect tale,  
New-old and shadowing Sense at war with Soul  
Rather than that grey king . . . .  
How does this hint of allegoric meaning apply to the Coming and Passing of Arthur?
6. What are the main features of Macaulay's style as you have observed them in the Essay on Clive?  
Or,  
Sketch and criticise Macaulay's view of the contest between Clive and Duplex.
7. Explain fully the following quotations:—  
(a) . . . . The Spanish Viceroy, who, leaving behind him the curses of Mexico or Lima, entered Madrid with a long train of gilded coaches, and of sumpter horses trapped and shod with silver.  
(b) The inestimable Mountain of Light.  
(c) Shrunk like a fairy changeling lay the mage.  
(d) There came on Arthur sleeping, Gawain  
Killed in Lancelot's war, the ghost of Gawain blown  
Along a wandering wind . . . .  
(e) *Boling.* Art thou contented to resign the crown?  
*K. Rich.* Ay, no; no, ay; for I must nothing be;  
Therefore no, no, for I resign to thee.  
(f) . . . . unavowed is the danger now,  
For suffering so the causes of our wreck.  
(g) If I do not wonder how thou darrest venture to be drunk,  
not being a tall fellow, trust me not.  
(h) Affection! thy intention stabs the centre:  
Thou dost make possible things not so held,  
Communicatest with dreams;—how can this be?—  
With what's unreal thou coactive art,  
And fellow'st nothing: then 'tis very credent  
Thou may'st cojoin with something; and thou dost.

## ENGLISH—PAPER III.

1. "The Renaissance of Wonder."  
"Romantic and Classic."  
Explain these terms in relation to English poetry of the Age of Wordsworth.
2. Discuss the main types of sociological speculation and trace their literary influences in the period from 1798 to 1830.
3. Compare Wordsworth and Coleridge as poets of the Revival.
4. What is the position of Scott as a Romanticist?
5. "Shakespeare has neither equal nor second. But among the writers who have approached nearest to the manner of the great master, we have no hesitation in placing Jane Austen."  
Write a critical estimate of Jane Austen's work, making reference to this remarkable eulogy by Macaulay.
6. Appreciate the main distinctions of the poetry of Shelley.
7. Briefly describe four of the following works with reference to the characteristics of style they illustrate in their authors: *The Ode on the Intimations of Immortality*, *Christabel*, *The Isles of Greece*, *Adonais*, *Ode on a Grecian Urn*, *The Death of Artemidora*.
8. Estimate the literary-historical importance of Hazlitt, Hallam, and M. G. Lewis.

## LATIN—PAPER III.

Translate into Latin—

- (a) Flaminius, in the mist of an early morning towards the end of April, entered the pass. From the clearer hill-tops the enemy listened to the tramp of the invisible legions marching into the jaws of death. When the head of the column gained touch with the Punic infantry and the rear-guard was already entangled in the defile, Hannibal gave the word, and his troops began the attack from all sides. It was a *mêlée* and a massacre. Caught in column of route, rolled in a mist, plunged suddenly from confidence to despair, the Romans were unable even to arm, much less to form order of battle. Commands could neither be given nor obeyed. Powerless to estimate the nature and direction of the attack or to



restore order in the hubbub, the consul toiled like a common soldier, and redeemed his errors by death, the victim of a Gallic lance. For three hours the carnage lasted; some were cut down where they stood, fighting in chance groups; some were speared, some drowned in the lake; 6,000 men alone, the head of the column, cut their way to the eastern hills, and halted till the mist rose over the shambles beneath.

- (b) If he was not a coward, why did he so meanly beg his enemy to forgive him?
- (c) Cicero would beyond doubt have been spared by Antony if he had consented no longer to take part in politics.
- (d) He asked me, not without much pretence of indignation, why I had not used my own judgment, instead of acting upon the advice of men altogether destitute of sense.
- (e) He ought not to have been so easily persuaded to do a thing which his best friends had often anxiously warned him against doing.
- (f) Do not deem these men worthy to be despised who do their best, however small their talents may be.

## FRENCH—PAPER II.

### 1. Translate—

- (a) C'est une tâche bien hardie que la traduction de Tércence : tout ce que la langue latine a de délicatesse est dans ce poète. C'est Cicéron, c'est Quintilien, qui le disent. Dans les jugements divers qu'on entend porter tous les jours, rien de si commun que la distinction du style et des choses. Cette distinction est trop généralement acceptée pour n'être pas juste. Je conviens qu'il n'y a point de chose, il ne peut y avoir de style; mais je ne conçois pas comment on peut ôter au style sans ôter à la chose. Eh! qu'est devenue cette harmonie qui me séduisait? Oh! sont ces figures hardies, par lesquelles l'orateur s'adressait à moi, m'interpellait, me pressait, me mettait à la gêne? Comment se sont évanouies ces images qui m'assaillaient en foule, et qui me troublaient? Et ces expressions, tantôt délicates, tantôt énergiques, qui révélaient dans mon esprit je ne sais combien d'idées accessoires, qui me montraient des spectres de toutes couleurs, qui tenaient mon âme agitée d'une suite presque ininterrompue de sensations diverses, et qui formaient cet impétueux ouragan qui la soulevait à son gré; je ne les retrouve plus.
- (b) Une après-dînée, j'étais là, regardant beaucoup, parlant peu et écoutant le moins que je pouvais, lorsque je fus abordé par un des plus bizarres personnages de ce pays où Dieu n'en a pas laissé manquer. C'est un composé de hauteur et de bassesse, de bon sens et de déraison; il faut que les notions de l'honnête et du déshonnête soient bien étrangement brouillées dans sa tête, car il montre ce que la nature lui a donné de bonnes qualités sans ostentation, et ce qu'il en a reçu de mauvaises sans pudeur.
- (c) Ayez quelquefois de l'emphase, puisque le poète en a. N'en ayez pas aussi souvent que lui, parce que l'emphase n'est presque jamais dans la nature; c'en est une imitation entrée. Si vous sentez une fois que Corneille est presque toujours à Madrid et presque jamais dans Rome, vous rabaissez souvent ses richesses par la simplicité du ton, et ses personnages prendront dans votre bouche un héroïsme domestique, uni, franc, sans apprêt, qu'ils n'ont presque jamais dans ses pièces. Si vous sentez une fois combien la poésie de Racine est harmonieuse, nombreuse, filée, chantante, et combien le chant cadencé s'accorde peu avec la passion qui déclame ou qui parle, vous vous étudierez à nous dérober son extrême musique; vous le rapprocherez de la conversation noble et simple, et vous aurez fait un grand pas, un pas bien difficile.

### 2. Translate—

- (a) O jours heureux! Le lieu, le temps, l'auditoire à ma dévotion, et la magie d'une lecture adroite assurant mon succès, je glissais sur le morceau faible en appuyant sur les bons endroits; puis, recueillant les suffrages du coin de l'œil, avec une orgueilleuse modestie, je jouissais d'un triomphe d'autant plus doux que le jeu d'un fripon d'acteur ne m'en dérobait pas les trois quarts pour son compte. Que reste-t-il, hélas! de toute cette gibecière? A l'instant qu'il faudrait des miracles pour vous subjurer, quand la verge de Moïse y suffirait à peine, je n'ai plus même la ressource du bâton de Jacob; plus d'escamotage, de tricherie, de coquetterie, d'inflexions de voix, d'illusion théâtrale, rien. C'est ma vertu toute nue que vous allez juger.

- (b)—
- Loin de sa mère,  
Cette bergère  
Va chantant  
Où son amant l'attend.  
Par cette ruse,  
L'amour l'abuse;  
Mais chanter  
Sauve-t-il du danger?  
Les doux chalumeaux,  
Les chants des oiseaux,  
Ses charmes naissants,  
Ses quinze ou seize ans,  
Tout l'excite,  
Tout l'agite;  
La pauvrette  
S'inquiète;

De sa retraite,  
Lindor la guette  
Elle s'avance,  
Lindor s'élance,  
Il vient de l'embrasser:  
Elle, bien aise,  
Feint de se courroucer,  
Pour qu'on l'apaise.

- (c) Je demande pardon au lecteur si mon ton est un peu moins grave ici qu'un tel procès ne semble le comporter. Je ne sais comment il arrive qu'aussitôt qu'une femme est mêlée dans une affaire, l'âme la plus farouche s'amollit et devient moins austère: un vernis d'égards et de procédés se répand sur les discussions les plus épineuses; le ton devient moins tranchant, l'aigreur s'atténue, les démentis s'effacent; et tel est l'attrait de ce sexe, qu'il semblerait qu'on dispute moins avec lui pour éclaircir des faits, que pour avoir occasion de s'en rapprocher.

### 3. Translate—

- (a) Où est-il le temps où, quand on lisait un livre, eût-on été soi-même un auteur et un homme du métier, on n'y mettait pas tant de raisonnements et de façons; où l'impression de la lecture venait doucement vous prendre et vous saisir, comme au spectacle la pièce qu'on joue prend et intéresse l'amateur commodément assis dans sa stalle; le temps où, comme le *Liseur* de Meissonier, dans sa chambre solitaire, une après-midi de dimanche, près de la fenêtre ouverte qu'encarde le chèvrefeuille, on lisait un livre unique et chéri? Heureux âge, où est-il? et que rien n'y ressemble moins que d'être toujours sur les épines comme aujourd'hui en lisant, que de prendre garde à chaque pas, de se questionner sans cesse, de se demander si c'est le bon texte, . . . et mille autres questions qui gâtent le plaisir, engendrent le doute, vous font gratter votre front, vous obligent à monter à votre bibliothèque, à grimper aux plus hauts rayons, à remuer tous vos livres, à consulter, à compiler, à redevenir un travailleur et un ouvrier enfin, au lieu d'un voluptueux et d'un délicat qui respirait l'esprit des choses et n'en prenait que ce qu'il en faut pour s'y délecter et s'y complaire!
- (b) René commence par où Salomon finit, par la satiété et le dégoût. *Vanité des vanités!* Voilà ce qu'il se dit avant d'avoir éprouvé les plaisirs et les passions; il se le redit pendant et après: ou plutôt, pour lui, il n'y a ni passions ni plaisirs; son analyse les a décomposés d'avance, sa précoce réflexion les a décolorés. Savoir trop tôt, savoir toutes choses avant de les sentir, c'est là le mal de certains hommes, de certaines générations presque entières, venues à un âge trop mûr de la société.
- (c) Sept heures du soir. Le ciel est bleu pâle, d'un bleu presque vert, comme si une émeraude y était fondue; là-dessus marchent doucement, d'une marche harmonieuse et lente, des masses de petits nuages balayés, onateux et déchirés, d'un violet aussi tendre que des fumées dans un soleil qui se couche: quelques-unes de leurs cimes sont roses, comme des hauts de glacier, d'un rose de lumière. Devant moi, sur la rive en face, des lignes d'arbres, à la verdure jaune et chaude encore de soleil, trempent et baignent dans la chaleur et la poussière des tons du soir, dans ces glacis d'or qui enveloppent la terre avant le crépuscule.

### 4. Translate (at sight)—

Les salles sont toujours violemment éclairées, aussi bien pendant la pièce que pendant les entr'actes: ce qui nuit à la fois au recueillement intellectuel et à l'effet scénique. On est condamné, comme autrefois, à voir les maussades et plates figures des musiciens et, si l'on est sur le premier rang, à entendre leurs sottises conversations. La claque a émigré vers les hautes régions, mais elle continue à faire sentir sa triste présence. De temps à autre, le battement morne et mécanique de soixante mains mercenaires éclate, s'enfle et s'éteint dans le silence, saluant un mot à effet, ponctuant une tirade, indiquant l'endroit où l'auteur s'est reconnu spirituel, où l'acteur perse avoir fait preuve de talent. Comme jadis le public laisse faire; il m'a même paru encore plus paresseux d'applaudir que nous ne l'étions dans ma jeunesse.

## FRENCH—PAPER III.

### Translate into French—

- (a) We have no mountains here, but an abundance of hills. The little valleys are as beautiful and varied as anything on that small scale can be. Each valley has its little stream, often running clear and swift in the greatest heats of summer, through green meadows with shady trees. All these streams fall into one river, which is a tributary of the Loire. The general character of these watercourses is the same, they are full of good pools for bathing, and (except when the water is very low) are navigable for a canoe; they are also rich in a particular kind of beauty, and not spoiled in any way, for even the occasional villages, or watermills, or old châteaux upon their banks, add to their interest and charm.
- (b) Only idiots now believe that Genoa is entirely built of marble. It would not be surprising if it were so, as there is scarcely any other building material available; but unless it be polished it is not handsomer than any other stone. What is more remarkable is that the whole town is painted in fresco, the streets having the



appearance of scenes in an opera. The houses are far higher than our buildings in Paris, but the streets are extremely narrow. To me there is something ridiculous in the use of the most grandiose style of architecture in such narrow spaces. Many of the palaces have neither gardens nor courtyards, and when you enter these houses you find four rows of columns, the one above the other, surrounding a space of ground twenty feet square.

- (c) What Gérard de Nerval will live by is his story of "Sylvie;" it is one of the little masterpieces of the world. It has a Greek perfection. One reads it, and however old one is, youth comes back, and April, and a thousand pleasant sounds of birds in hedges, of wind in the boughs, of brooks trotting merrily under the rustic bridges. And this fresh nature is peopled by girls eternally young, natural, gay, or pensive, standing with eager feet on the threshold of their life, innocent, expectant, with the old ballads of old France on their lips. For the story is full of those artless, lispng numbers of the popular French Muse, the ancient ballads that Gérard collected and put in the mouth of Sylvie, the pretty peasant girl.

Do you know what it is to walk alone all day on the Border, and what good company to you the burn is that runs beside the highway? Just so companionable is the music of the ballads in that enchanted country of Gérard's fancy, in the land of the Valois. All the while you read, you have a sense of the briefness of the pleasure, you know that the hero cannot rest here, that the girls and their loves, the cottage and its shelter, are not for him. He is only passing by, happy yet wistful, far untravell'd horizons are alluring him, the great city is drawing him to herself and will slay him one day in her den, as Scylla slew her victims.

#### GERMAN—PAPER II.

##### 1. Translate—

- (a) Nun werden sie mir auf den Hals kommen, werden mich in ihre Gesellschaften ziehen; da werd' ich reden und lachen sollen, an schönen Tagen mit ihnen spazieren gehen, und bei Regenwetter wohl gar Karte spielen.—Nimmt man einmal ein Buch in die Hand, so heist's gleich: was lesen Sie da? erzählen Sie doch! was steht in dem Buche? oder: werfen Sie das einfältige Buch auf die Seite; wer wird immer lesen!—Ach! ich wollte, sie wären in der Stadt geblieben, auf ihren Bällen und Clubs, auf ihren Assembléen und Promenaden, und hätten sich da begafft und verleumdert, und betrogen und verführt.
- (b) Vielleicht zerstreut sich das Menschengewühl wieder. Die kommen allzumal aus der Residenz, werden's im Schatten der einfachen Natur bald satt kriegen, finden hier weder Karten noch Hanswürste, wenn sie nicht selbst welche mitgebracht haben. Denn heut zu Tage hat jeder Narr seinen Hanswurst bei der Hand. Geben Sie Acht, Herr, das sind die Drohnen aus dem Bienenstock des Hofes, die sind ausgeflogen, nicht um hier in der Einsamkeit Honig zu sammeln; nein, um der lieben Mode willen. Wenn der Herbst herbeikommt, fliegen sie alle wieder zurück, und treiben dort ihr Wesen.
- (c) Bruder, es gibt auch Dinge in der Welt, die sich besser predigen, als befolgen lassen. Wenn du wüßtest, wie mich jedes fremde Menschen- gesicht anekelt, wie ich lieber auf Millionen Nadeln sitzen möchte, als auf einem gepolsterten Stuhle in euren eleganten Zirkeln; wie mir das auf den ganzen Tag meine beste Laune verdirbt, wenn ich nur von ferne einen Menschen auf mich zukommen sehe, dem ich nicht mehr anzuweichen kann, und vor dem ich also meinen Hut ziehen muß.—O, laß mich! laß mich in Ruhe!—Jeder Mensch sucht um sich her sich einen eigenen Zirkel zu bilden, dessen Mittelpunkt er selbst ist; so ich den meinigen. So lange noch eine Vogelkehle in diesem Walde ist, welche die Morgen- sonne begrüßt; so lange wird mir's an Gesellschaft nicht fehlen.

##### 2. Translate—

- (a) Wäre dem Allen so, so könnte man nicht anders antworten, als: „spottet nicht, sondern bessert!“ —Der Arzt läßt sich die Gebrechen seines Kranken erzählen, nicht damit er sie wichtig zur Schau trage, sondern damit er ihm Leichterung schaffe und ihm helfe. Wäre alles, wovon gesprochen ist, ein schwerer dunkler Traum langer Jahrhunderte, ein ungeheurer Wahnsinn der Zeiten gewesen; zeigt ihn als solchen. Hebt die Erzählungen verführter, mißleiteter Seelen sorgsam aus, und bemerkt, wie sie mißleitet wurden, wie sie sich selbst verführten. Zeigt dies mit aller zarten Theilnahme, mit jedem hilfreichen Erbarmen, herabsteigend in die Tiefen der menschlichen Natur, in ihre betrüglischen Tiefen. Wie lehrreich werdet ihr schreiben! Eine kleine Legende wird mehr Psychologie, mehr Warnung, Rath und Trost enthalten, als vielleicht ein ganzes System kalter pharisaischer Sittenlehre. Sie wird wieder werden, was ihr Name sagt, ein durchaus zu Lesendes, eine Legende.
- (b) Dem Knecht entfiel die Kette. Menschenkauf Und Menschendiebstahl traf des Pannes Fluch.— Wie Tempel und Altar, so ward auch Herd Und Oh' befriedet. Gedrückte wallten Zur Stätte des Erbarmens. Hungernde, Verfolgte, Kranke flohn zum heil'gen Raum, Ersehend Gottes Frieden, der am Bett Der Sterbenden, in Aufruhr, Pest und Noth, Erquickte, linderte, beruhigte.
- (c) „Geh!“ sprach Beelzebub, „und prahle fortan, Du dummer Dämon, je mit deinem Daum! Weißt du nicht, daß aus Flammen, daß aus Blut Rechtschaffener nichts mehr erwächst als unser Verderben? Rühl' einmal in jenem Blut Den Finger, und er schmerzt, er schmerzt dir mehr. Steck' ihn—unwiderstehlich ist der Schade, Durch jenes Hohenfeuer, unsern Dampf. Jetzt läutern sich die Seelen; jetzt erschellen Sich die Gedanken; jedes menschliche Gefühl erwacht, ermpört sich.

##### 3. Translate—

- (a) Der Damm zerreißt, das Feld erbraust, Die Fluten spülen, die Fläche saust. „Ich trage dich, Mutter, durch die Flut, Noch reicht sie nicht hoch, ich wate gut.“ — „Auch uns bedenke, bedrängt wie wir sind, Die Hausgenossin, drei arme Kind! Die schwache Frau . . . Du gehst davon!“ — Sie trägt die Mutter durchs Wasser schon. „Zum Bühl da rettet euch! harret derweil; Gleich zehrt' ich zurück, uns allen ist Heil. Zum Bühl ist's noch trocken und wenige Schritt; Doch nehmt auch mir meine Ziege mit!“
- (b) Nun vermunnt er sein Paar; ihr hängt er die Würde des Löwen Ueber die Schultern und lehnt mühsam die Keule dazu. Drauf bespuckt er mit Blumen des Gelben sträubende Haare, Reichet den Koden der Faust, die sich dem Scherze bequemt. So vollendet er bald die neckische Gruppe; dann läuft er, Ruft durch den ganzen Olymp: „Herrliche Thaten geschehn! Nie hat Erd' und Himmel, die unermüdete Sonne Hat auf der ewigen Bahn keines der Wunder erblickt.“

- (c) In seiner Werkstätte Sonntags früh  
Steht unser teurer Meister hie;  
Sein schmutzig Schurzfell abgelegt,  
Ein sauber Feiernam er trägt.  
Küßt Bechdracht, Hammer und Kneipe rasen,  
Die Ahl! steckt an den Arbeitskasten!  
Er ruht nun auch am siebenten Tag  
Von manchem Zug und manchem Schlag.

- (a) Natur und Kunst, sie scheinen sich zu fliehen  
Und haben sich, eh man es denkt, gefunden;  
Der Widerwille ist auch mir verschwunden,  
Und beide scheinen gleich mich anzuziehen.  
Es gilt wohl nur ein rebellisches Bemühen!  
Und wenn wir erst in abgemessenen Stunden  
Mit Geist und Fleiß uns an die Kunst gebunden,  
Mag frei Natur im Herzen wieder glücken.  
So ist's mit aller Bildung auch beschaffen:  
Vergebens werden ungebundene Geister  
Nach der Vollenendung reiner Höhe streben.  
Wer Großes will, muß sich zusammenraffen;  
In der Beschränkung zeigt sich erst der Meister,  
Und das Gesetz nur kann uns Freiheit geben.

4. Translate (at sight)—

Wenn die Lehren der Klugheit durch den Erfolg der dargestellten Handlungen eindringlich werden, so erhalten jene des Rechts und der Tugend ihre Kraft aus der Grösse und Liebenswürdigkeit ihrer Vorbilder. Denn nicht immer ist das Recht siegreich und die Tugend glücklich, und eben dies erhöht ihre Würde. Selbstverleugnung macht das Verdienst aus. Dies sagt uns die allgemeine Moral; aber nur selten mag die abstrakte Idee der Pflicht, die nicht durch Beispiele vernünftigt wird, die Huldigung der Menschen gewinnen. Diese erhebenden, Achtung und Liebe gebietenden Beispiele liefert die Geschichte und macht so aus einem trocknen Moralsystem ein lebendiges Gemälde handelnder Personen. Wer in diese Galerie der grossen und edlen Menschen aller Zeiten tritt, dessen Gemüt wird durchdrungen von der Würde der menschlichen Natur; sein Selbstgefühl wird erhöht und seine Kraft zur Nacheiferung begeistert. Ob dieser Vorbilder wenige seien—sie erheben nicht minder; ja noch eindringlicher wird ihr Verdienst durch den Kontrast mit den Lastern der Menge, und je grösser dagegen die Zahl der Bösewichter, desto abschreckender ihre Rotte.

## HISTORY—PAPER I.

### THE HISTORY OF ENGLAND.

You are recommended to answer four questions, and no more, from each of the Sections A and B.

#### A.

1. "The political institutions that we find established in the conquered land are the most purely Germanic institutions that any branch of the German race has preserved." What is the evidence that early English institutions are "Germanic"?
2. Explain and illustrate the importance of the Monastery in the early Middle Ages.
3. What are the chief reasons which help to explain the success of the Normans in conquering England?
4. In what ways did the reign of Henry II. help towards the making of a united English nation?
5. Draw a map of France, showing the position of Normandy, Anjou, Aquitaine, and Gascony. Explain how the history of these provinces was connected with that of England during the period from 1066 to 1216.
6. Who were the Franciscan Friars? What was their distinctive teaching? Give some account of their work in England during the 13th century.
7. What evidence is there of the growth of a new national life in England during the 14th century?
8. Describe a typical manor as it existed about 1300. What changes had taken place in it by 1450?

#### B.

1. Illustrate the influence of "the new learning" in England during the reign of Henry VIII.
2. "Never had the fortunes of England sunk to a lower ebb than at the moment when Elizabeth mounted the throne." Explain this statement.
3. In what respects were Englishmen better off at the end of Elizabeth's reign than at its beginning?

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4. "The new tyranny." Discuss the criticism of Oliver Cromwell's rule.
5. In what ways do the life and writings of Bunyan illustrate the essential ideas of Puritanism?
6. "Quia non movere." Explain this aspect of Walpole's policy.
7. Write a short account of the life and influence of John Wesley.
8. Why did Burke oppose war against the Americans in 1775, and urge war against the French in 1793?

## HISTORY—PAPER II.

### EUROPEAN HISTORY.

You are recommended to answer four questions, and no more, from each of the Sections A and B.

#### A.

1. "In all the nations which arose in Europe at the close of the Middle Ages, the growth of unity was accompanied by the rise of a strong monarchical power." Show how this statement is illustrated by the history of Spain and France.
2. Discuss shortly the teaching and influence of (a) Machiavelli, (b) Savonarola.
3. What lands were ruled by Charles V.? Show, with the help of a genealogical table, how he inherited them.
4. What is meant by the "Catholic Counter-Reformation"?
5. Sketch the career of William of Orange. Describe shortly his character and his opinions.
6. Describe the character of Henry IV. of France. What were the chief aims of his policy (a) in France, and (b) in Europe?
7. Give some account of the Peace of Westphalia. Show its importance as marking an epoch in German history.
8. "L'Etat c'est moi." Explain the significance of this saying of Louis XIV.

#### B.

1. Show the importance of the Treaty of Utrecht.
2. In what respects does Peter "the Great" deserve this title?
3. What were the causes of the Outbreak of the Seven Years War? What were its chief results?
4. What were the great political doctrines of Rousseau? How would you explain the great influence of his teaching?
5. "I am the Revolution." Discuss Napoleon's relation to "the ideas of the Revolution." To what extent is his rule to be regarded as the defeat of these ideas? To what extent is it to be regarded as their victory?
6. "With the establishment of the Rhenish Confederacy, and the Conquest of Naples (1806), Napoleon's Empire reached, but did not overpass the limits within which the sovereignty of France might probably have been long maintained." Discuss this statement, showing (a) the reasons which make it possible that the Empire of 1806 might have endured, and (b) the dangers involved in Napoleon's attempts to extend further his power after that year.
7. "In Germany a single race was divided under many governments; here national instinct impelled to unity. In the Austrian Empire a variety of races were held together by one crown; here national instincts impelled to separation." Explain and illustrate this statement.
8. Write a short account of the reign of Victor Emanuel.

## EDUCATION—PAPER I.

Not more than six questions to be attempted.

1. How does Herbart analyse the concept of interest, (a) in respect to the psychological factors involved in the working up of interest, (b) in respect to actual "interests" to which the activity of the pupil must be directed?
2. Herbart classified the material of instruction into things, forms, and symbols. Show how all three may be effectively introduced in the teaching of elementary science. Select your own example.
3. "The teacher aims at the universal; the pupil, however, is an individual human being." What are the main difficulties of a teacher in an ordinary State school, in trying to "reconcile education with individuality?" How would you try to overcome those difficulties?
4. What are the main points of practical interest in Herbart's analysis of "intellectual and moral one-sidedness"?
5. Write short notes of a lesson illustrating the Herbartian method as applied to moral instruction. Select your own example.

6. Describe the psychological process involved in the formation of a concept.
7. Accepting the results of your analysis in answer to question 6, explain why you would adopt different pedagogic methods in teaching pupils of nine and fourteen years. Illustrate by reference to the concepts, independence, weight, gum tree.
8. It is said that the "new education" in practice leads to loose and inaccurate thinking, and that "correlation" produces a confused jumble of associated facts in a pupil's mind, and not true systematic knowledge. Summarise the faults of method which lead to such results.
4. Enumerate the geological horizons upon which coal has been obtained in Queensland. Describe their stratigraphical relations, and draw a sketch section to explain these relationships in any one of the Queensland coal-basins.
5. Explain briefly how you would proceed to prove that a given ore deposit was—
  - (i.) a Saddle Reef,
  - (ii.) a Metasomatic Replacement of a limestone.
6. Contemporaneous sedimentary formations in adjacent regions frequently exhibit very notable contrasts. Explain this fact, and point out its economic bearing in the distribution of coal.
7. Describe, in minute detail, the characteristic features of the six hand specimens of rocks and minerals submitted to you, numbered 1 to 6, and name the specimens.
8. Describe the organic structures visible in the four specimens of fossils exhibited, lettered A to D. Name the fossils, and state the geological systems of which they are characteristic.

## EDUCATION—PAPER II.

Not more than seven questions to be attempted.

1. Follow nature! Give as many historical illustrations as you can of the different ways in which this maxim has been interpreted in educational theory and practice.
2. What was the Socratic Method? To what extent can it be adopted in ordinary school work?
3. Show the connection of Roman education with the national character and ideals of the Roman people.
4. Contrast the general spirit and method of the Renaissance with those of Scholasticism, especially with regard to their influence on education.
5. Discuss the merits and defects of the Jesuit system of instruction.
6. Give a sketch of the successive stages of educational progress during the nineteenth century.
7. What are the main points of value in Froebel's scheme of education? To what extent can Kindergarten principles be applied beyond the limits of the Kindergarten?
8. Sketch the different ways in which primary and secondary education may be connected in a scheme of national education. What mode of connection do you consider to be most suitable to Australian conditions?

## GEOLOGY—PAPER I.

1. Describe the structures which may be expected in a deeply denuded, composite volcanic cone, from which the eruptions have been mainly trachytic in character.
2. Enumerate the chief varieties of rock (using the term in its broadest geological sense) which are used in the construction of buildings. To what properties does each type mentioned owe its peculiar fitness for the purpose for which it is used.
3. Show how the development of mammals during Tertiary time illustrates the principle of evolution.
4. Describe and illustrate the types of land form produced by the moderate denudation of a plateau of erosion (up-raised peneplain), in which the dip of the rocks is in the same direction as the general slope of the ground, but at a greater angle.
5. Enumerate and sketch some of the principal types of fossil *Brachiopoda*, and give their geological range.
6. Compare and contrast the forces of denudation, and the deposits produced by them on a continental area,
  - (i.) in an arid region;
  - (ii.) in a well-watered region, with lake basins.
7. Describe the characteristic marine fauna of the Devonian System. Mention Australian types and localities if possible.

## GEOLOGY—PAPER II.

1. Write an essay on the geology and physical geography of any district in Queensland with which you are practically acquainted. Illustrate your answer by numerous sketch maps and sections. (Three-quarters of an hour should be spent on this question.)
2. Describe the effects of a strike fault upon a series of dipping beds—
  - (i.) if the fault hades in the direction of dip of the beds,
  - (ii.) if the fault hades in the opposite direction.
3. Explain briefly the ordinarily accepted "hydraulic" theory of the cause of flow of artesian water in Australia. How have abnormalities in the temperatures of artesian well waters been explained on the above hypothesis?
 

What do you know about any attack recently made upon the "hydraulic" theory?

(N.B.—The last section of this question is not compulsory.)

## BOTANY—PAPER I.

Illustrate your answers by drawings where possible.

1. Write a short account of (a) *Rhodophyceae* (*Florideae*) or Red Algae, (b) the *Ecidiumycetes*, with a special description of *Puccinia*.
2. Describe the following types of fruit, with an example of each—(a) Follicle, (b) silicle, (c) etaerio of achenes, (d) septicidal capsule, (e) pyxidium, (f) berry.
3. Briefly explain each of the following—(a) Fixed light-position, (b) haustorium, (c) genetic spiral, (d) piliferous layer, (e) pericycle.
4. Describe the process of formation of secondary tissue in stems and roots.
5. Give an account of the gynoecium under the following heads—(a) Position and relation to other parts of the flower, (b) structure, (c) chief modifications.
6. Describe the chief phenomena connected with the absorption of water, its passage through the plant, root-pressure, and transpiration.

## BOTANY—PAPER II.

1. Refer the six plants placed before you to their natural orders. Give your reasons for so doing, and describe each plant, taking the parts when present in the following order—
 

Stem,	Bracts,	Corolla,
Leaves,	Flower,	Androecium,
Inflorescence,	Calyx,	Gynoecium.
2. Give the characters of the order *Proteaceae*. Name five of the genera and describe the characteristic features of each.
3. Define the tribes of the *Euphorbiaceae*. Name one genus in each.
4. What are the distinctive features of the tribes *Leptospermeae* and *Myrteae* as regards the flower and the fruit.
5. Give a full account of the order *Orchideae*, with a special description of one genus.

## PHYSIOLOGY—PAPER I.

Only five questions are to be attempted, and where possible diagrams are to be used.

1. The Tissues—
  - (a) Describe the process of karyokinesis or indirect division of cells.
  - (b) Describe the process of ossification in a long bone.
2. The Tissues—
  - (a) What is the minute structure of a nerve fibre? and show what is known as to the purposes of its several constituents.
  - (b) Describe three different kinds of nerve cells, and state what is known as to the functions of these cells.
3. The Blood—
  - (a) How may we accurately estimate the whole amount of the blood in the body?
  - (b) Describe briefly the process of clotting of blood, and tell what we know as to its nature and causation. What is the purpose of the clotting?

## 4. Animal Heat—

- (a) Stat what you know as to the production of heat in the body, including an account of how calorimetric observations are made.
- (b) What is the essential difference between a cold-blooded and a warm-blooded animal, and how is it that the warm-blooded animal is able to maintain an approximately equable temperature in diverse surroundings?

## 5. Digestion—

- (a) Write an account of milk as an article of diet, and from the physiological point of view only.
- (b) How is the gastric juice formed, and what are the various influences which control and vary its amount and composition?

## 6. Nutrition—

- (a) What is meant by the metabolism of the body? and show how a balance-sheet of the income and expenditure of material is made out for the human body.
- (b) Describe the phenomena accompanying inanition or starvation in man.

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**PHYSIOLOGY.—PAPER II.**

Only five questions are to be attempted, and where possible diagrams are to be used.

## 1. Vascular Glands—

- (a) What part do we now know to be played by the vascular glands in the animal economy?
- (b) What functions are ascribed to the Spleen and to the Thyroid Body; in each case state the evidence upon which the statements are made.

## 2. The Skin—

- (a) Describe the structure of a hair, and compare it with that of a nail.
- (b) The sebaceous glands; describe their structure and distribution and the nature of their secretion and its functions.

## 3. The Kidneys—

- (a) Make a drawing (however rude) of the kidney, and describe it as it is seen upon being split open so as to divide it into two approximately equal and symmetrical halves.
- (b) What are the functions of the kidney and how are these performed?

## 4. Speech—

- (a) Describe the structure of the true vocal cords and of the two cartilages to which these are attached. How do all these structures act as the pitch of the voice is varied?
- (b) How do consonantal differ from vowel sounds? How do vowel sounds differ from one another? What is the nature of "stammering" in speech?

## 5. Nervous System—

- (a) Construct a diagram showing the possible routes followed by a nerve impulse hailing from the skin to and through the central nervous system until it eventuates in a movement, voluntary or reflex.
- (b) What do you know as to the convolutions of the cerebrum?

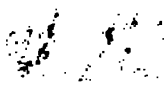
## 6. The Senses—

- (a) Taste: describe the special anatomical structures ministering to this sense.
- (b) Cutaneous Sensations—What do you know as to the various sensations which may originate in the skin?

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